

THE BUSINESS EDUCATION WORLD



MAY 1934
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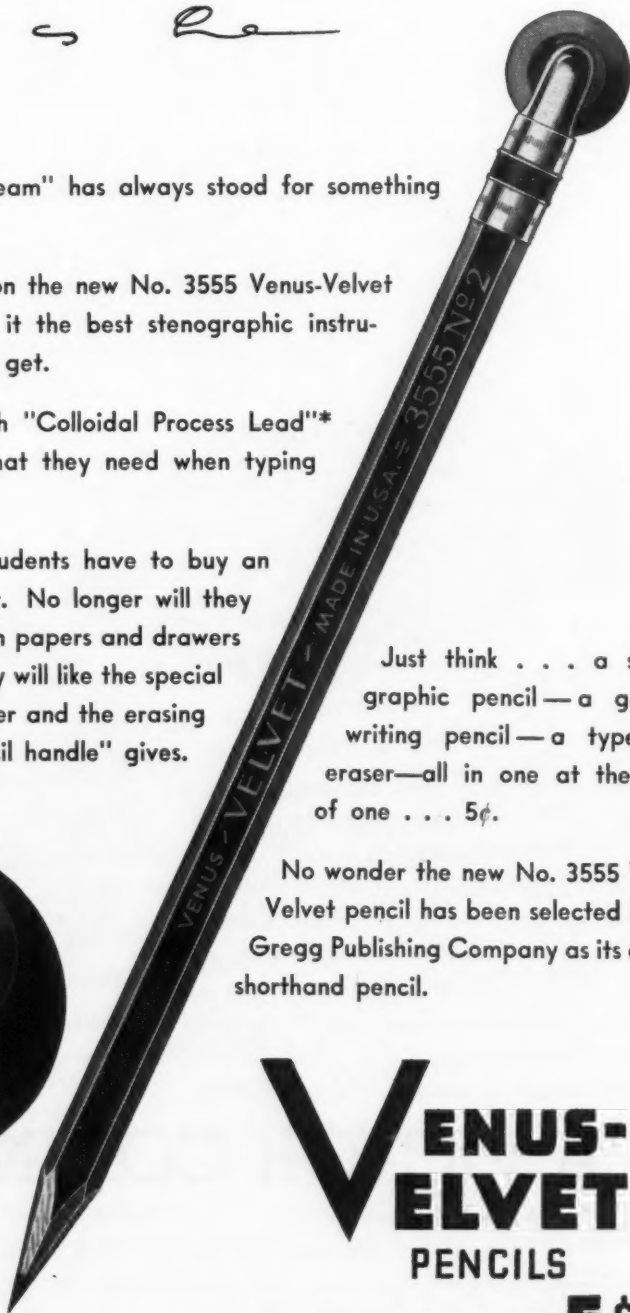
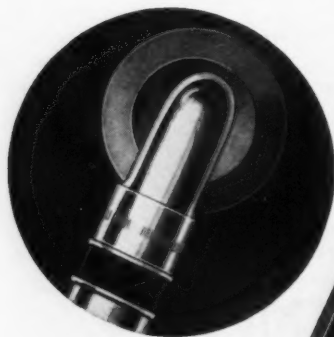
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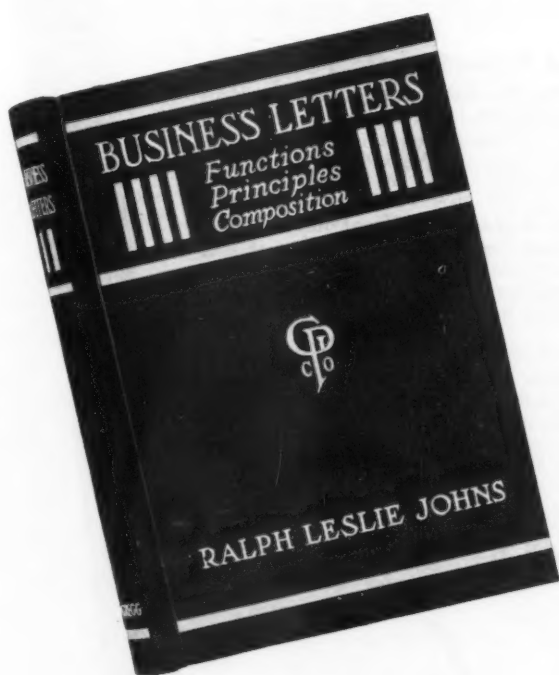
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Vol. XIV

May, 1934

No. 9

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For a description of this month's cover, see page 581.

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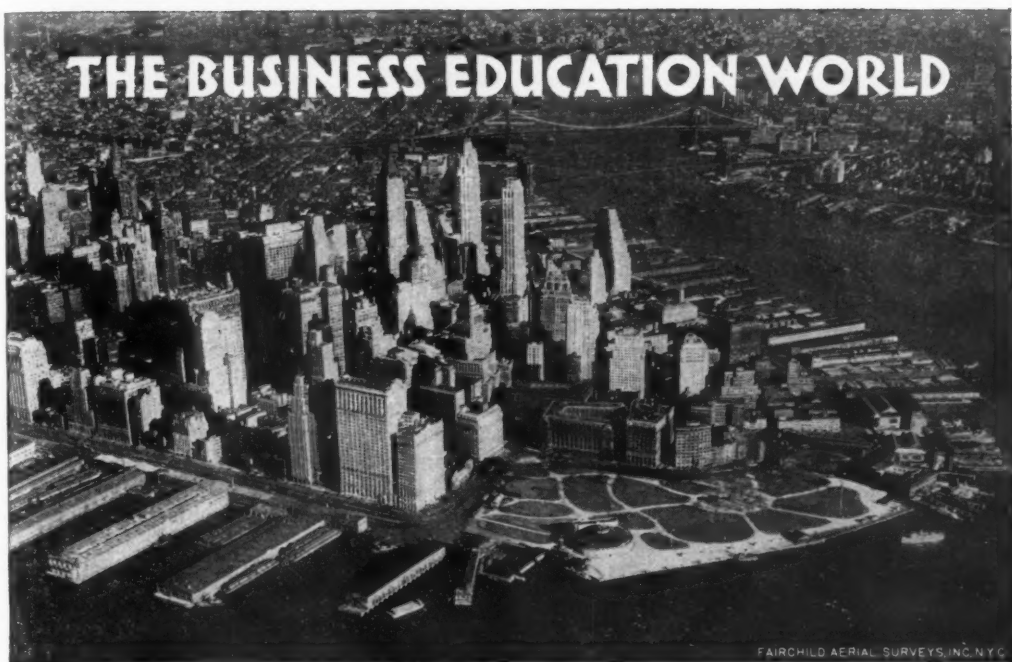
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Vol. XIV

May, 1934

No. 9

Preemployment Business Training

A Challenge to Clarify Fundamental Issues

By FREDERICK G. NICHOLS

Associate Professor, Harvard Graduate School of Education

A MONTH ago in this same building I spoke to a joint meeting of three nationally important associations of employers on the same subject on which I am speaking tonight. My address at that time took the form of a challenge based on these assumptions, clearly stated to my listeners: Employers generally have not given enough thought to the problem of preemployment training to enable them to speak intelligently and authoritatively about it; they do not know that educational theory and method have progressed quite as much as have principles and practices in the field of commerce; they have

little knowledge of what is being offered in the name of commercial education by either public or private schools; they realize that their office and store recruits are woefully lacking in essential occupational understanding and skill, but they have entirely false notions as to the causes of this situation; their messages at educational meetings and in educational journals reveal an almost total absence of factual data and consequent clarity of thought about this subject which is of vital importance to the success of their enterprises. That was a mighty frank talk, but it fortunately was well received.

Tonight I am talking to commercial educators and I must be equally frank if I am to be helpful. I trust that what I have to say may not be too severe; but more especially

Note: Excerpts from an address delivered before the Boston meeting of the Eastern Commercial Teachers Association, March 29, 1933. The complete address will be published in the Yearbook of that association.

do I hope that it will not be misunderstood, even if what I say tends to justify the belief that when business employers seek to assist commercial educators, it is a case of the blind leading the blind.

For the purpose of clarifying certain fundamental issues I shall present what I have to say in the form of a challenge, just as I did in the previous address. Now, as then, I shall not have time to defend this challenge. But that is not my purpose anyway; it is to stimulate leaders in this field to attack their problems, in cooperation with other groups of educators and business employers, to the end that right solutions may be found. If this challenge is accepted and made the basis of further study, my sole purpose in issuing it will have been achieved.

Few Significant Changes

No field is in a greater state of flux, if one is to judge by surface indications; and yet, no field actually yields more reluctantly to the well-nigh overpowering forces which press upon it from all sides. In few fields is there greater lip-service to the "new deal"; in few is there less change to meet new conditions. "New era," "readjustment," and "adult education" commercial schools are springing up everywhere, but all that is new about them is their names and CWA financial backing. Examination of the latest Biennial Report of the United States Office of Education and one issued twenty years ago will reveal few significant changes in curricular enrollments in this rapidly growing field of education. . . .

Speakers will tell us how social, economic, and civic values can be achieved through the use of appropriate methods in the teaching of shorthand, typewriting, bookkeeping, salesmanship, and other vocational subjects. Some will counsel the substitution of the social-economic aim for the vocational objective in the teaching of these subjects, but recommend their retention in the commercial curriculum unmodified as to content; others will advise not only that these subjects be shorn of their vocational purpose, but that they be wholly reconstructed to an extent which completely destroys their identity. Somewhere between these two extremes lies a position which should be more tenable than either. Unless this position is clearly revealed and promoted by the leadership in this field, commercial education soon will be in total eclipse for sheer lack of distinguishing characteristics and objectives.

There are five distinct points of view with respect to commercial education as at present organized:

Five Points of View

First: There is nothing wrong with offerings in this field, therefore no changes are needed.

Second: There is no longer need for vocational business education on the high school level, but existing vocational commercial subjects should be retained because of their personal-use values. Everyone should write shorthand and operate the typewriter is the way the argument runs.

Third: Secondary education should be utilized for the development of civic virtues, and general understanding of social-economic principles; hence commercial subjects should be reconstructed with this aim in view.

Fourth: There is need for vocational business training which is somewhat more in line with office and store procedures, which takes into account more effectively the well-established principle of individual differences among high school pupils and which, also, takes into account the evident need for better economic background for commercial workers.

Fifth: In addition to serving the fundamental vocational purpose for which it exists, commercial education should concern itself with the achievement of the social-economic and civic aims of secondary education and contribute to the fullest possible extent consistent with its vocational aim, broadly conceived, its share in the achievement of these aims.

With the first of these aims we need not concern ourselves. Natural forces now at work will take care of those who believe that commercial education can remain static and survive.

With the second point of view we should concern ourselves briefly since its adherents are numerous and their arguments strike at the foundations of commercial education on the level with which we are concerned.

With the remaining three viewpoints we are primarily concerned since they have a direct bearing on the general theme of this meeting. . . .

To be specific we may address ourselves to the viewpoints listed, beginning with the second one (the first being omitted) which would appraise commercial subjects on the basis of their personal-use values. Educational periodicals teem with statements that tend to deny the vocational implications of commercial

education; that assert the superiority of the so-called "consumer knowledge" point of view; and that allege a serious conflict between these two viewpoints. But such statements do not carry conviction; they sound too suggestive of defense mechanisms which apologists may use to obscure or excuse the shortcomings of their field of education. They suggest a lack of intellectual integrity without which no satisfactory and abiding solutions for our problems can be reached. No extensive quotations need be used to indicate what I mean. One from a recent number of a current periodical will suffice. Says a writer: "He who in this century of progress attempts to guide young people away from the simplest form of writing known to mankind, saddling them with that laborious and time-consuming form of writing known as *longhand*, is assuming a grave responsibility. That shorthand is a personal accomplishment of the highest order and one within the attainment of every person above the level of a moron is an established fact."¹ Just think of it! Butchers, bakers, and candlestick makers who cannot write shorthand! Policemen, firemen, and janitors who have not this personal accomplishment! Surely teachers who have overlooked this great need have much to answer for. But what is much more disconcerting is the startling "established fact" that anyone above the moronic level of intelligence can learn shorthand if properly taught. Shorthand teachers must have classes packed with morons; if not, they are shamefully inefficient teachers.

Some Shorthand Facts

The plain facts are these: Everyone probably should be able to write *longhand*; an increasing number of people should learn shorthand for personal use; not every person above moronic ability can learn shorthand well enough to use it; not every person, regardless of economic station in life, needs to be able to write shorthand; some, and perhaps many, people should learn shorthand for vocational uses. Now the pity of all this is that there is no need to distort the picture to such an extent in support of a subject that always has been able to survive and grow on the basis of its real merit. Vocational shorthand has its place; so has personal-use shorthand. But it is absurd to belittle the former objective in

defending the latter. Why should we be unwilling to admit that there are limits in the field of shorthand instruction just as there are in every other subject? Until these limits are recognized, defined, and respected by leaders in this field there can be little real progress. There is real danger in the point of view that vocational subjects rest, or can be made to rest, for their validity on their imaginary or real usefulness to the average individual without regard to his economic station in life. This viewpoint challenges our leadership to exert itself to the end that commercial education may be saved from defeat at the hands of its friends.

Socialized Bookkeeping Criticized

Let us turn now to the third viewpoint, which calls for a complete socialization and devotionalization of our vocational commercial subjects. Another quotation from the same source may be used. Here it is: "The future of bookkeeping depends on its reorganization on a socialized basis. The purely vocational objective can be defended no longer."² Bookkeeping should be taught "as preparation for adult living," the same author goes on to say. Beginning bookkeeping must be "devotionalized and yet teach principles that will prove sound when applied by vocational students in the second and subsequent years of the course." That there is to be vocational bookkeeping later, at least is recognized by this writer; but he explains that the "principles of bookkeeping" should be taught without any reference to "record-keeping for trading concerns" and on a "non-trading cash basis," utilizing personal and professional transactions which involve merely "net income" and not "net profit." I leave it to the imagination of you bookkeeping teachers to determine just how many principles of bookkeeping you can teach without reference to capital, expenses, purchases, sales, profits, losses, accounts, books of original and final entry, and business statements.

Now the point of all this is that not every pupil who studies bookkeeping should be regarded as a potential bookkeeper; that an elementary bookkeeping course doubtless has greater general educational values for some pupils than have other subjects available to them; and that the elementary course in this

¹The BUSINESS EDUCATION WORLD, February, 1934, p. 274; "Facts Instead of Deductions," by Imogene Pileher.

²The BUSINESS EDUCATION WORLD, February, 1934, p. 274; "The Socialized Bookkeeping Course," by H. A. Andruss.

subject should not be too highly vocationalized and difficult. But there is nothing in this which proves that the subject should cease to be bookkeeping. Why emasculate a perfectly good subject in a futile attempt to meet a need that should be met by an entirely different subject, new or old? This is the crux of the whole problem: Shall we go on devitalizing vocational subjects so as to make them serve new and important uses at the expense of pupils who possess aptitudes, interests, and abilities required for the study of such subjects on a vocational basis? Or, shall we do the obviously saner thing, organize new subjects to meet these new needs, either alone or in cooperation with other departments? Unless this problem is pondered well and a solution for it found, our field will be in danger of disintegration through the promiscuity of its objectives and the consequent abandonment of its legitimate instructional materials and methods.

We might add quotations on this point indefinitely, but one more will suffice: Says another writer in the same journal from which the previous quotations were taken, "Business mathematics . . . takes its place in the front ranks of the more important commercial subjects . . . because it aids the student to adjust himself to his environment."³ In other words, this is an important subject, not because it fits one to deal with occupational problems, but because it is a vehicle for the teaching of social-economic principles. In the late nineties we claimed that this subject was rich in mental disciplinary or cultural values; it is more in line with current educational principles to saddle it now with responsibility for the adjustment of the individual to his environment.

"All Things to All Men"

Commercial education cannot be "all things to all men." It is best for some, but not for others. It should not conflict with other subjects, nor should it seek to replace them. The need which brought it into being still exists. That need should be reinterpreted from time to time, but it should not be denied. A dynamic program of vocational commercial education should be equal to the demands of any given period without complete metamorphosis. Bookkeeping, shorthand, typewriting, retail

selling, and machine-clerical courses, together with a wide range of social-business subjects, reach their highest point of usefulness as vocational business training; they should not be devotionalized to a degree which places them in direct conflict with other subjects whose primary aims have to do with the development of the individual's civic, social, and economic understanding. Neither should these subjects be so completely overhauled as to make them useful only to consumers of business service and of little value to those who would prepare for productivity. Both of these objectives are important. One is the primary responsibility of commercial education; the other is the joint responsibility of all departments of secondary education.

Do Not Generalize Business Subjects

The point of view which has just been presented is clearly stated in a recent article in which the author says: "The usual vocational commercial subjects are so rich in direct, specific, vocational-training values that we should refrain from trying to use them as tools for any other purpose than that which they serve best, and for which they are indispensable. Used for their intended purpose, they will inevitably contribute their full share of general social values without changing their content or aims, or altering the emphasis on specific knowledges and skills essential to vocational efficiency. To generalize these subjects, as some say should be done, will actually destroy much of their real social and economic value."⁴ This same author points out that the "social and economic usefulness of business education" can be extended through the possible reorganization of existing social-business subjects, or through the organization of entirely new subjects whose content is drawn from sources now readily available to us. This is a point of view that should be pondered well. It recognizes the continuing importance of vocational commercial subjects while admitting the necessity for making a contribution to the achievement of the non-vocational objectives of secondary education.

There is nothing in this point of view which precludes the possibility or desirability of squeezing at least a reasonable amount of social-economic values out of the vocational subjects while preserving their true vocational

³The BUSINESS EDUCATION WORLD, February, 1934, p. 278; "Teaching Business Mathematics," by R. Robert Rosenberg.

⁴The BUSINESS EDUCATION WORLD, February, 1934, p. 302; "Courses in Practical Economics for Everybody," by Lloyd Bertschi.

implications. Bookkeeping can be so taught as to contribute to the pupil's understanding of the social-economic phenomena in the midst of which he will live his life, without complete devotionalization of its content and method. So also can the other vocational subjects; but in squeezing the social-economic values out of these subjects care must be taken to see that some vocational pulp and juice are left and that they are not reduced to a more or less worthless outer shell.

Here again we find the need for real leadership to prevent the unnecessary but definitely threatened impairment of vocational commercial education by those whose zeal for the newer aims of this type of training outruns their judgment as to ways and means of achieving them.

The fourth viewpoint mentioned need not be dealt with at length since it lies somewhat outside the general theme of this meeting, and since it has been dealt with by implication at least in what has been said about each of the other points of view discussed. . . .

The fifth point of view—that vocational commercial subjects should be made to yield at least a reasonable amount of social-economic value—is one with which there can be little disagreement. Just how this can be accomplished will be explained in every paper on the various programs of this convention. I need not deal with this matter here except to repeat what I have said before: the social-economic and civic aims of commercial education are the common aims of all secondary education. However, commercial education must stand or fall, not on the achievement of

these aims as its primary function, but on its effectiveness as preparation for the lower levels of business employment and reasonably certain advancement to positions on the higher levels of a business organization.

Leadership in this field must be alert to see that secondary functions do not completely overshadow primary functions.

I shall not weary you with an elaborate summary of the points of view discussed in this paper. In these days of almost unprecedented unrest in all fields of social-economic endeavor, leadership is needed to see that commercial education is not completely shorn of its essential vocational implications; to insure that traditions in this field may not become so powerful as to prevent its keeping pace with social, economic, and occupational developments; to guard against the effects of fallacious reasoning which is predicated on the false assumption that vocational commercial subjects are vitally important to all boys and girls regardless of their aptitudes, interests, abilities, and occupational objectives; to encourage research and experimentation to the end that commercial subjects may be made to yield appreciable amounts of claimed non-vocational values of secondary education, but without impairment of their distinguishing characteristics; in short, to prevent the pendulum from swinging too violently or too far in the direction of new objectives the importance of which is admitted. This unfortunate trend can be prevented only by clarification of the important issues on which this challenge is based. I believe there is developing a leadership that can be relied upon to achieve this end.

The B. E. W. Platform

1. A minimum business education for everyone, and short courses in the skill subjects for personal use.
2. Specific application of the general objectives of business education in terms of authoritative instructional materials and scientifically prepared courses of study.
3. A better understanding of present-day economic problems and their effect on business education.
4. Higher practical standards of achievement in skill subjects.
5. A better understanding of the objectives of business education and a more sympathetic cooperation in the solution of business-education problems on the part of those educators charged with the administration of schools and with the certification of teachers.



The Story of Shorthand

By JOHN ROBERT GREGG, S.C.D.

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Chapter V (Continued)

THE BEGINNING OF MODERN SHORTHAND

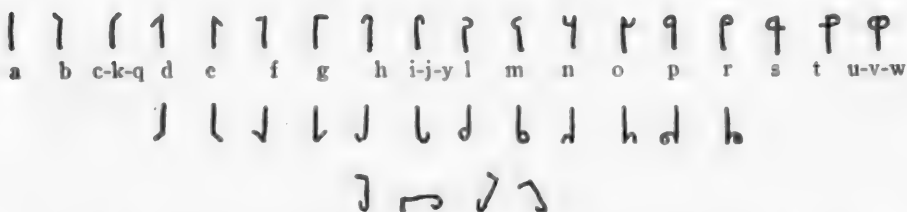
6

Description of "Characterie"

BRIGHT'S "Characterie" was not an alphabetic system, as the term is generally understood, though it had an alphabet reproduced here. The following brief description of it by Mr. Matthias Levy will give the reader a good idea of the arbitrary manner in which the signs were used:

There are, it is true, certain marks for the letters, but they are incapable of being easily joined. They are on the principle of the secret writing which was so common at that period, purely arbitrary. The letter *a* was a vertical stroke. By adding various marks in different positions the letter *a* represented twelve words, namely: *abound, about, accept, accuse, advance, air, again, age, all, almost, also, although*. But *a* is also represented by a horizontal stroke and by final additions in varying positions Bright gets another dozen words. There was yet another method. Besides the given word for which there was a given mark, all the synonyms of the word were represented by the same mark. As thus: *abandon-forsake; abide-continue; air-breath; exhalation, mist, reek, steam, vapor*. The word "age" has a mark resembling the figure 6. Place a dot to the right of the stem and it makes the plural, "ages"; place a circle over the stem and it becomes "the ages." There are between 500 and 600 of these to get by heart. Recent writers assert there was an alphabet, but at the same time they admit "that the system was not worked alphabetically, as we understand it." The letters were incapable of being readily joined, and were "rarely used in the particular state, as you see them."

BRIGHT'S ALPHABET



Dr. Bright's alphabet consisted of eighteen characters, each a straight line and all but one having an initial appendage. To augment his material, he provided twelve final appendages. A still further increase was provided by writing these characters in four different directions. He used one charac-

ter for *c-k-q*; another for *i-j-y*; another for *u-v-w*. No provision was made for *x* and *z*.

In this system, each character constituted a symbol for an entire word. A table of 537 of these symbols, representing key, or master, words was supplied. Using these words as a foundation, a large vocabulary could be erected. This was done by a liberal use of synonyms and antonyms, of which a list of 4,300 was provided. The method of writing was to write the symbol for a key word, and then place the initial of the desired word to the left if it were a synonym, and to the right if it were an antonym. For example, to write the word *acquaintance*, one would find in the list the symbol for *friend* and then write the top of the character for *a* on the left side, indicating a synonym. To write the word *despair*, one would first write the symbol for *hope* and then on the right side, indicating an antonym, write the top of the character for *d*. The following plate gives several of these key words.

d	again	b	delight	C	inquire	h	or	f	thence
h	bestow	L	fall	g	man	l	remember	g	very
→	diet	—	judge	oo	pray	→	anger	→	amend
↘	burne	↘	cover	↘	well	↘	up	↘	trouble

SYMBOLS

Another ingenious device was the grouping of words according to *genus* and *species*, termed *appellative words*. A table of 1,500 of these words was supplied. These words were written as follows: to write the word *almanac*, for example, the symbol for *book* was written, and on the right side the top of the letter *a* was placed; to write the word *mason*, the symbol for *skill* was

/	book	∩	bird	h	skill	oo	metal
/a	almanac	∩r	crane	h r	baker	oo r	brass
/r	commentary	∩1	dove	h r	carpenter	oo p	tin
/q	pamphlet	∩9	pheasant	h s	mason	oo p	lead
/p	treatise	∩p	raven	h p	tailor	oo r	copper
/φ	volume	∩p	turkey	h φ	weaver	oo r	iron

APPELLATIVE WORDS

first written and then on the right side the top of the letter *m*. This method required that the writing be in columns.

The modern term for "particles" is "wordsigns." Some of these are shown below.

o the	\ in	- to	3 with	l and
9 we	l be	✓ they	c if	9 well
p I	/ of	u a	f thou	u for

PARTICLES

7

Aside from the textbook itself, there are very few specimens of the system of Timothy Bright in existence. In fact, the only two known are manuscripts in the British Museum. One of these is written in Dr. Bright's own hand.

A far more interesting item is a book of a dozen vellum leaves 5 inches wide by six inches high, by Miss Jane Seager, entitled "The Prophecies of the Sibylls," 1589. It consists of ten short poems written on one side of a leaf in "characterie," each poem accompanied by a transcript in artistic Italian script on the opposite page. It was presented to Queen Elizabeth accompanied by an appropriate address.

Before leaving Timothy Bright, it may be of interest to many readers to learn that the two most important branches of commercial education today—shorthand and bookkeeping—were revived, in England at least, simultaneously. In his biography of Timothy Bright, Mr. Carlton says that what is believed to be the earliest English treatise on bookkeeping by double entry, called "A Briefe Instruction and Maner How to Keepe Bookes of Accounts after the Order of Debitor and Creditor, etc.," appeared in the same year as Bright's book, from the press of the same printer, who was then "dwelling at the signe of the white Beare, nigh Baynards Castle."

(To be continued)

New Teaching Plan for Chapters X-XII of the Gregg Shorthand Manual

As soon as your students finish Chapter IX try the new plan for teaching the remaining three chapters of the Manual as described in the April, 1933, number of the *American Shorthand Teacher*. If you do not have a copy, write the nearest office of The Gregg Publishing Company for free reprint.

Business Education Curricula on the Junior College Level

By BENJAMIN R. HAYNES, Ph.D.

Associate Professor of Commerce and Education,
University of Southern California, Los Angeles

BEFORE any determination of emphasis or appropriate emphases for business education on the junior college level can be made, a statement of the philosophy that should underlie modern secondary education in its now extended scope, that is, the comprehension of the junior college unit, must be made in terms of functions. From principles so evolved, the development of successful functional curricula is made possible.

The junior college level of secondary educational training has a particularly valuable place in the educational scheme: it follows the three or four years of senior high school and precedes the necessarily specialized years of university work on the senior college or "upper-division" level. The opportunity of the junior college to carry to satisfactory educational accomplishments the whole college program of training in a revised economic social fabric makes the American junior college development an important factor in the program of any particular field of training.

The recognition of the junior college as the completion unit of general public education has brought an appreciation of the need of extensive readjustments of the junior college program of studies to adapt it to the changing economic and social conditions of modern life. A specific feature of the changing junior college program of studies is the shift of emphasis from academic preparation and foreign language studies to the social sciences, the fine arts, and so-called terminal curricula. The relative importance of the non-academic types of junior college education, such as commercial, engineering and agricultural, has been increasing.

The field of business education, with its reconstructed program has a splendid part to play in the junior college development in the rôle of the completion unit of general educational training. This puts the direct responsibility upon business educators to develop in business education a variety of curricula of several types.

A clear understanding of the distinctive purpose of the junior college as a new educational unit is the basis of the satisfactory determination of the contribution of the business education field at this period in the higher secondary levels of training.

Business educators must direct their first energies to the study of the business education needs of youth during the first two college years. The junior college is relatively a new educational experiment with its future before it; the value of the business education curricula on the junior college level will rest upon their special contribution to the better training of youth for productive adult life. The aims formulated for business education will control the curricula, suggest a desirable sequence of subjects, and determine their scope and organization. These aims should be so formulated that they may best contribute to the guiding educational philosophy stated for the junior college level as a whole.

Junior College Aims of Business Education

The true junior college business education curricula must be based upon aims broad enough to provide: (1) university preparation for some, (2) terminal-vocational training for many, and (3) as broad a general preparation for modern economic-social life as possible for all students.

Further, all discussions of curriculum, whether concerned with the general principles or the determination of details, should involve analyses of course offerings and statements of general practice, so that a critical study of what is being done will afford an opportunity to develop techniques of value in curriculum study and revision.

In the business world, there is a growing demand for individual workers with more than a high school background of training. In the educational world, there is now a quite general recognition that the high school should not ordinarily offer intensive "postgraduate" sub-



BENJAMIN R. HAYNES
President, N. E. A. Department of Business
Education

stitute courses for business pupils. In the junior college development of the business education field, efforts may profitably be directed toward developing the new higher graded ("up-graded") secretarial training and other business education terminal curricula already established.

Regular four-year colleges and universities offer comparatively few terminal business courses on the junior college level. It is notable, however, that the number of junior colleges, both public and private, offering terminal curricula for business students is increasing.

What is the desirable content and the best social point of view in developing semiprofessional or terminal-vocational courses? First of all, the junior college as an independent terminal unit can contribute toward the solution of the problem of giving students a more extended educational preparation and vision for life as well as practice in specific productive skills. Distinction between the terms "preparatory" and "terminal" as heretofore sometimes narrowly understood must be now viewed in the light of the fact that the business student needs preparation for intelligent, well-rounded citizenship as well as for wage-

earning. Semiprofessional courses of the terminal type in the new business education curricula must not be narrowly vocational.

Terminal business education curricula must assist students not only in entering gainful occupations immediately and successfully, but also in adjusting them to social and economic conditions of the modern age in which they live—a broader type of training than the simple preparation for a definite vocation. It is essential that a successful skilled worker today have a generalized understanding and ability for adjustment that can be developed better on the level of greater maturity afforded in the junior college than in the high school. In the high school the business pupils often can neither be prepared to attain a promising adequate entry into participation in modern business life, nor be given a sufficiently extended view of life conditions to assume a broad foundation for future individual self-development.

It is a grave responsibility to develop specialized curricula more advanced than those offered in high school, aimed to care for the terminal needs of those soon to stop their formal schooling in order to enter upon business occupations. The actual content and nature of these courses should be determined largely by the vocational or semiprofessional opportunities offered in the community. As a phase of vocational education at the higher secondary level, business education should be made more effective for the particular community and the immediate population group served in each situation. This local vocational responsibility of the junior college business education program includes the extension of vocational preparation for business occupations of adults.

Contribution to "Socialized-Intelligence" Outcome of Modern Education

The junior college as a community enterprise must reflect in all its curricula those phases of training that will lead directly to the improvement of the community social life. Business education has an important part to play in this type of development at the junior college level. Business itself is interwoven into the entire economic and social fabric of modern life so that every citizen must have an understanding of business institutions and their effects on the social organization and of business principles and practices that will insure his participation as an efficient

consumer. Implications for the evolution of a better economic-social structure are of significant import in terms of the interpretation and intelligent direction of social and economic trends as they arise in the progress of civilization.

An important and valuable procedure in this direction is the cooperation of business educators in relating their particular department to other fields to assist in the development of an individual more perfectly integrated for participation in this modern world of complicated and varied aspects. Business education has many valuable contributions to make to many fields of modern educational concern. For example, it is related closely to home economics, to the new conception of American "participating" citizenship, to the

study and understanding of world politics, and to the mathematics of business and everyday life.

In developing the appropriate emphases of dynamic business education curricula for the junior college level, business educators should be especially alert to discover any points at which their special field may cooperate with other fields in achieving the desirable educational outcomes. In other words, in attaining the new educational concepts, traditional subject matter fields are being cut across, re-related, generalized, new core arrangements experimented with, and the like. This represents an opportunity for business educators to make to modern civilized life those necessary and vital contributions peculiar to the business education field.

Junior Colleges Make Huge Gains

Enrollment Has Doubled in Six Years

By ISIDOR GINSBURG

Department of History, College of the City of New York

ATENTION has just been called to the important place in prospect for the junior college by one of the leaders in educational reorganization. President Robert Maynard Hutchins of the University of Chicago, having announced not long ago that the two lower years of his own college would be joined with the last two in the university experimental high school, asserted in the *Yale Review* that "unless a university wishes to conduct an experimental college it should abandon the freshman and sophomore years altogether."

Whether that dream is to be fulfilled or not, the junior college is indeed having an amazing growth—and not only in spite of but partly because of the depression. In the last few years, while four-year colleges and universities were losing, its enrollment in the country as a whole has gone steadily ahead. In the last six years the number of students has more than doubled and the number of such colleges is now nearly 23 per cent greater than in 1929. Here are the figures, as reported by Professor W. C. Eells, editor of the *Junior College Journal*.

Year	Number	Enrollment
1928	408	50,529
1929	405	54,438
1930	429	67,627
1931	436	74,088
1932	473	99,476
1933	497	106,016

Of the colleges which report enrollments for the last year, 333 had less than 200 students, 99 had between 200 and 500, and 38 had more than 500, with the largest showing an enrollment of more than 4,000.¹

A National Institution

The junior college, which got its name in Chicago and which developed independently in regions as widely scattered as Iowa, Cali-

¹The 1934 statistics, as given in "The Junior College Journal" for January, bring the total of institutions in the continental United States to 514, with an enrollment of 105,530. The slight drop in enrollment is caused by the action of the Chicago school authorities in closing Crane Junior College, which had an enrollment of over 4,000. An analysis of the 1934 figures is to be found in the February issue of "The Junior College Journal."

fornia, and New England, is now to be found in every State in the Union except Nevada and Wyoming. There are 189 public junior colleges in thirty-one States, supported by municipalities, districts or States.

Fourteen States already have laws expressly authorizing local school districts to establish public junior colleges. Of these, five stretch along the southwest border: California, Arizona, Texas, Louisiana and Mississippi. The other nine form a solid block reaching north and northwest up the Mississippi basin; Missouri, Kansas, Iowa, Nebraska, Michigan, Wisconsin, Minnesota, North Dakota, Montana.

In 1930 the Supreme Court of North Carolina held that the junior college was an integral part of the public school system of the State, and as such entitled to support by public taxation. This decision, rendered in a case concerned with an institution where tuition is free, is expected to become an important turning point in junior college history.

At present California still leads in the number of junior colleges, with 35 public and 19 private institutions. Texas has 20 public and 24 private junior colleges. Iowa has 27 and 10, Missouri 7 and 18.

The Return to High School

According to a committee of the American Association of University Professors, however, the number of junior colleges and their enrollment are less ascertainable now than ever before. All over the country, in fact, high school graduates who would otherwise be idle have returned for high school courses not previously taken. Some communities have made arrangements whereby such students can take college work with a local tutor under university auspices. And in New York, President Robinson of the City College has lately cooperated with the New York State Depart-

ment of Education in organizing emergency colleges in Westchester and Nassau Counties.

Although the depression has, of course, been a considerable factor in the recent growth, other causes previously operative also play a part. Some of these are: The raising of American educational demands and standards in the past decade; the comparative ease of organizing a junior college around an existing high school plant; convenient location; local pride; the success of the junior college in meeting the needs of the large group of students who drop out of the four-year college after one or two years; the requirement of two years of college now often prescribed for professional study; the assistance the junior college gives to overcrowded State universities, and the development of vocational courses for "semi-professionals," such as junior engineers, doctors' and dentists' assistants, etc.

Factors in the Growth

That the junior college is not an isolated phenomenon in the rearrangement of the American educational scheme is shown in the development of the junior high school. Attempts to improve the framework of an educational system are now widespread. The junior high school, like the junior college, has sprung out of experimentation in California, New England and the Middle West. By 1930 more than 460 cities had junior high schools, with an enrollment of more than a million students.

The junior colleges vary widely as to length of courses. Thirty-two cover six years, and two cover five years; one hundred and forty-two have a divided four-and-two course; twenty-nine offer four years; two, three years, and four, one year. The two-year course, of course, is most usual, being offered by 218 colleges.—*Reprinted by permission from the New York Times, July 16, 1933.*

Leon C. Marshall Says:

MODERN business is not something different from the rest of human experiences; it is but one of many manifestations of cultural living. Cultural living, furthermore, is like a seamless web; it is not a collection of shreds, tatters, and patches. The secondary business curriculum, accordingly, is or should be, merely representative of a particular point of view or outlook on man's culture. Its background materials are, or should be, designed to enable effective participation in our evolving culture. In that way it can contribute to making a living and also to making a life.

Visual Vocabulary Building

How I Made Technical Vocabularies Something More Than Just Words Plus Definitions

By TILLIE NEFT

Redondo Union High School, Redondo Beach, California

(Copyright, 1934, by Tillie Neft)

HOW could I make technical vocabularies something more than just words plus definitions—this was my problem. What technique must I use? The answer was found right in the word “technical.” After taking the “technic” out, all that remained was the “al.” The “al” (*et al.*)—and others—is the solution to the whole problem of presenting this phase of the work. The other departments of the school became the workshops for the advanced shorthand class. How? Let me give you the plan that I used at the Redondo Union High School.

Printing and Publishing Terms

Our first vocabulary in “Gregg Speed Building” was advertising, printing, and publishing. Here was an opportunity to visit the print shop and the journalism class. I explained my plan to the printing teacher, and he very kindly consented to take the class through the print shop. The following procedure was followed for all the trips.

A list of terms for a particular section, which included those in the “Gregg Speed Building” list and letters, and those taken from other books, was given to the cooperating teacher a few days before the trip. The following notation was made on the list: Please discuss any other terms with which you think a stenographer in this line of business should be familiar.

With the trip before us, how much easier it was to study the pronunciation, spelling, meaning and shorthand outline. The letters in the section were taken up after each trip, which gave us an opportunity to review the terms as we came to them and to get the full meaning out of the dictation. Letters of appreciation were sent to all the teachers who assisted us.

The day for the visit to the print shop arrived and the students were eager to see what this department had to offer. What a

thrill it was to operate the Intertype, a machine for setting type which resembles the Linotype. It was interesting to see the letters make the impression on the hot metal and then redistribute themselves automatically in the machine. The process of making different kinds of plates was explained, and in the case of the stereotype the students were able to watch the process step by step. Halftone, chase, hand press, automatic press, matrices, font, galley, and quads were a few of the many things the students saw.

The high school paper is one of the vital factors of the school. What student would not be anxious to get behind the scenes and see how the school paper and school annual are prepared for publication? The trip to the journalism class acquainted the student with a number of terms used in publishing and advertising—layout, dummy, column-inch, cropping, copy, checking copy, flat rate, galley proof, island position, leading, lineage, etc. The school paper means more to the shorthand students now than it did before.

Throughout the year speakers are engaged to talk to special groups of students. One week I noticed an announcement of a special talk to be given to the journalism students by a prominent man in this field. I received special permission to bring my shorthand class to this lecture, which gave an excellent outlook on the field of journalism.

Automotive Terms

A number of high school girls drive cars today and yet how few of them can understand automotive terms by simply reading about them. The pupils were delighted when they heard of our plan to visit the auto construction shop. The school shop is better prepared to deal with our problems than a shop on the outside. The teacher has all the different parts arranged for instructional purposes, and he knows how to explain these



TILLIE NEFT

terms to beginners. It is difficult for a mechanic in an outside shop to speak about automobile parts in non-technical terms.

The auto construction teacher explained all the terms on our list and added a number of others. One student said: "If it hadn't been for the trip, most of the terms would still be Greek to me." Cylinders, pistons, bushings, gears, transmission, etc., are no longer mysteries to us.

One week a Boys' League Assembly was scheduled for a talk and motion picture on Diesel motors. As several letters in the automotive section dealt with Diesel motors, I thought this would be a chance to get some valuable information. I went to the vice principal, told him of my plan, and was given permission to bring my students to the assembly which proved to be a very profitable period.

Aviation and Radio Terms

Aviation terms—what would we do here? Should we visit the airport? Yes; but, oh, such a distance to go, the matter of transportation, etc. The school met our needs through the Model Aircraft Club, which is sponsored by a teacher who is a licensed pilot. The instructor offered to give us a talk and bring models of parts and planes that the members had made. He presented some very

interesting points on aviation, which everyone should know, and then discussed a number of technical terms.

Each vocabulary presented new thrills—another interesting trip to look forward to. One of the science teachers, who is in charge of the Radio Club, had an excellent display set up in the science laboratory which revealed some of the intricacies of radio and electricity. Batteries, armatures, commutators, volts, direct current, alternating current, grid, amperes, and kilocycles were some of the many things discussed. Radio means more to us now than just turning a dial.

The Building Trades

The building vocabulary suggested to us the work of the draftsman, which is taught by the mechanical drawing department. Upon our visit to the shop we soon learned that the draftsman has to know the work of everybody else: the carpenter, the machinist, the sheet metal worker, etc. The different tools used were shown and explained to the class: T-square, French curves, architect's scale, ruling pen, compasses, dividers, bowspring instruments, and a number of others. The subject of blue prints was discussed and the students were able to see the different steps taken in making the prints. Numerous drawings and blue prints that the students had made, illustrating different types of work, were on display; and many of our terms were pointed out on the drawings. The thirty blue prints and sixty-two pages of specifications for the school shop building were there for our inspection. Our visit gave us a good idea of the detail work involved in this line of business.

Additional information on building was secured from the woodshop. Backing rafter, ceiling joist, floor joist, cleat, cripples, footings, underpinnings, grouting, header, trussed, quarter sawed, rift sawed, and S2S were some of the terms added to our list. Our notebooks filled with drawings of arches, ceilings, floors, roofs, windows, and doors looked like architects' handbooks. The class saw the following machines in operation: lathe, band saw, Arbor tilt saw, Arbor tilting table saw, and the shaper.

The trip to the machine shop acquainted us with the beginning processes of machine work. The machines on display were the average type found in a job shop. Engine lathes, geared lathes, and belt-drive lathes

were explained and demonstrated. The milling machine, which is capable of performing every operation necessary to reproduce itself, was of great interest to the pupils. Shaper, metal drill, knurling tool, punches, scriber, micrometer, dies, taps, dogs, mandrels, caliper, hack saw, vise, tin snips were many of the tools that were explained to us in the tool room.

Insurance and Legal Terms

For the section on insurance terms it was necessary to go outside the school for assistance. My insurance agent was glad to give us textbooks on insurance, sample policies, application blanks, and different forms. An interesting talk was given by the agent on the history and types of insurance. He dictated letters using special terms and abbreviations, and the students were given various forms to fill in. Such a display of interest on the part of the business man shows his willingness to cooperate with us.

Our own department was able to assist us with the legal section, for most of the commercial students take commercial law and are familiar with a number of legal terms. We had a series of talks by a business man on those legal forms that the average stenographer should know. The speaker dictated material which the students were asked to transcribe on the different forms.

When we came to general business terms, we were on home ground; we had the necessary information in our department. For the section on financial terms special books were used for dictation, reading, and reports.

This Plan Makes Words Real Things

My vocabulary-building plan has given life to our study of technical terms—they are real things now, not just so many words. It is interesting to note that the different departments of the high school gave us practical information on almost all the vocational sections of "Gregg Speed Building."



MISS NEFT'S GREGG SPEED BUILDING CLASS LEARNING THE MEANING OF AERONAUTICAL TERMS
A LICENSED PILOT IS DEFINING THE TERMS AND EXPLAINING AIRPLANE CONSTRUCTION

Chicago Conference on Business Education

TO BE HELD JUNE 27-28, AT THE SCHOOL OF
BUSINESS, THE UNIVERSITY OF CHICAGO

General Theme: Business Education and the
Consumer.

Wednesday, June 27—The Position of the Consumer

Morning Session: 9:00 a.m.

H. G. Shields, Assistant Dean, School of Business,
University of Chicago, Presiding.

1. "Consumer Resources and Incomes," Paul H. Douglas, Professor of Economics, University of Chicago.
2. "Types of Information Available to the Consumer," Hazel Kyrk, Associate Professor of Home Economics and Economics, University of Chicago.
3. "The Deception of the Consumer," Joseph Grein, City Sealer, Chicago.

Discussion.

Luncheon at Judson Court, 12:15 p.m.

Afternoon Session: 2:00 p.m.

Mrs. Marion F. Tedens, Supervisor of Typewriting,
Chicago Public Schools, Presiding.

1. "Economic Organization from the Consumer's Point of View," Leverett S. Lyon, Executive Vice-President, Brookings Institution, Washington, D. C.
2. "The Recovery Program and the Consumer," W. H. Spencer, Dean, School of Business, and Professor of Business Law, University of Chicago.

Discussion.

Thursday, June 28—Status and Means of Consumer Education

Morning Session: 9:00 a.m.

Paul Carlson, Director of Commercial Education, State
Teachers College, Whitewater, Wisconsin, Presiding.

1. "The Extent to Which Business Educates the Consumer," James L. Palmer, Professor of Marketing, University of Chicago.
2. "Consumer Education in the Secondary Schools," Leonard V. Koos, Professor of Secondary Education, University of Chicago.

Discussion.

Luncheon at Judson Court, 12:15 p.m.

Afternoon Session: 2:00 p.m.

W. S. Gray, Professor of Education, University of
Chicago, Presiding.

1. "Consumer Education through Social-Business Education," H. G. Shields, Assistant Dean, School of Business, University of Chicago.
2. "Practical Methods in Consumer Education in the Schools," Henry Harap, Associate Professor of Education, Western Reserve University, Cleveland, Ohio.

Discussion.

Ann Brewington to Hold Shorthand Conference

ON June 26, the day preceding the Second Conference on Business Education to be held at the School of Business of the University of Chicago, teachers interested in "Direct-Method Materials for Gregg Shorthand" will participate in an all-day discussion of:

1. Achievements resulting from particular teaching procedures in: (a) reading; (b) writing; (c) exactness, preciseness, and skill; and (d) transcribing.
2. Comparison of teaching procedures as to: (a) kind and amount of preparation required of teacher and learner; (b) kind and amount of record keeping required of teacher and learner; (c) evaluation of individual dictation.

All teachers of shorthand are invited to attend. For further information write Miss Ann Brewington, The School of Business, The University of Chicago.

International Commercial Schools Contest

THOSE teachers interested in entering students in the Second International Commercial Schools Contest, to be held June 27-28 at the Century of Progress International Exposition grounds, Chicago, should write to the manager of the contest, W. C. Maxwell, Hinsdale High School, Hinsdale, Illinois, for full information and for official entry blanks. The schedule of events follows:

JUNE 27

- 9:30 A.M. Event 1. Division I. Subject: Shorthand (70-word rate). Class A.
10:30 A.M. Events 7, 8, 9, 20, 21. Divisions I, II, III. Subject: Bookkeeping. Classes A, B.
11:45 A.M. Events 2, 3, 16. Divisions I, II, III. Subject: Shorthand (100-word rate). Classes A, B.
2:00 P.M. Events 10, 11, 12. Divisions I, II, III. Subject: Machine Calculation. Class A.
3:00 P.M. Event 22. Division I. Subject: Shorthand (120-word rate). Class C.

JUNE 28

- 10:00 A.M. Events 13, 14, 15, 28, 29, 30. Divisions I, II, III. Subject: Dictation Machine Transcription. Classes A, C.
11:00 A.M. Events 23, 24. Divisions II, III. Subject: Shorthand (150-word rate). Class C.
1:00 P.M. Events 4, 5, 6, 17, 18, 19, 25, 26, 27. Divisions I, II, III. Subject: Tabulation—letter writing from set-solid manuscript straight copy. Classes A, B, C.

The Relation of Curriculum Construction to Textbook Making

By Dr. GUY MONTROSE WHIPPLE

Secretary, National Society for the Study of Education

THIS is a plea for action on the part of the National Council of Education, with the moral support of the publishers of textbooks to check the unbridled and unsystematized constructing of curricula by towns, cities, counties, and states and to substitute therefor some reasonable degree of stabilization of the curriculum. It is a plea for the recognition of the demands of society that certain fundamental information, certain essential skills, certain valuable attitudes, and certain highly desirable ideals be imparted to every pupil in the public schools.

This plea is based upon the conviction that there has been enough experimentation with the materials of instruction and enough discussion of the philosophy of education to determine with reasonable certainty what the information, the skills, the attitudes, and the ideals are that every prospective American citizen ought to have. It is based upon the further conviction that enough is known right now to assign the various items and steps of this universally needed educational pabulum to specific grade locations, not with assured fixity but with sufficient approximation to afford a satisfactory provisional working plan. It is based upon the additional conviction that if we could persuade the rank and file of educational experts and administrators to drop their quest after the novel, their zeal to adopt the latest curricular vogue, and to become equally zealous for stabilization of the curriculum, the outcome would be a forward step of high value to American education.

When I speak of "stabilization," I mean uniformity in space and uniformity in time. More exactly, it is my contention that the elementary-school course of study, in its fundamentals, ought to be essentially the same over wide areas of territory and that it ought to be changed only at relatively long intervals and then on the basis of demonstrated need.

It will be objected that stabilization in the sense just described is not desirable and that it could not be secured if it were desirable. I have no intention of trying to prove at this time and place that these objections are unwarranted. As for the first one, that stabilization is not desirable, it satisfies me to discover that I am not the only person who thinks it is desirable. I find that more than one educator has written and spoken emphatically on the dangers and difficulties of diversified curricula,¹ and I find that more than one school administrator, if you get him off his guard, will admit that he wished his "teachers and supervisors had never heard that there was such a thing as curriculum-revision."

A Plan for Bringing About Stabilization

As for the second objection, that stabilization is impossible, I can at least think of a way of bringing it about—and here I apologize for repeating a few lines from a statement I made at the Second Buffalo Conference on Textbook Problems. I said then: "It takes a group of persons far wiser than classroom teachers and the ordinary run of school administrators to determine what facts about our social, political, and economic institutions ought to be transmitted to the oncoming generation of citizens.

"Ideally, I think, the elementary curriculum should be the product of extended conferences among a group of the most expert persons that could be assembled from the entire nation to represent every pertinent aspect of the problem; the group should include the best persons that can be found in the several sciences, in industry, in commercial life, in music, in art, in history, in literature, in philosophy, in psychology, in school administration, in public health and sanitation, in vocational guidance, in personnel management, in college and uni-

Note: An address delivered at the Conference on the Textbook, held at Cleveland, February 25, 1934, under the sponsorship of the National Council of Education.

¹See October, 1933, issue of the *BUSINESS EDUCATION WORLD*, pp. 55-59, "The Crisis in Instructional Material," by Ernest Horn.

versity administration, in state departments of education—you can complete the list as you wish.

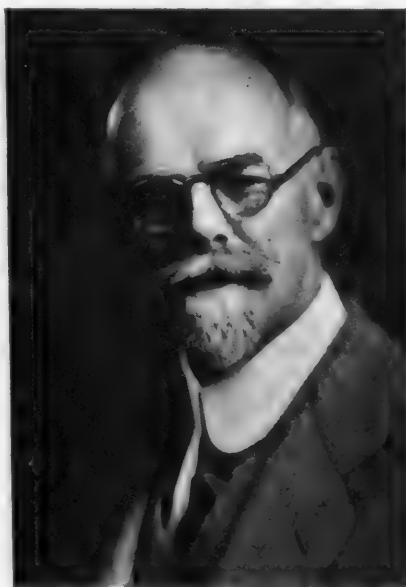
"Furthermore, this group of experts, after having laid out its first edition of the hoped-for ideal curriculum, should make explicit provision for a continuous experimental study of every debatable feature of its provisional program. Every five years, perhaps, the group should reassemble; the educational experts should present the results of their objective testing of the standard nation-wide elementary-school curriculum." The supervisors and classroom teachers should report on the difficulties and weaknesses that trial had revealed. Conservative alterations should then be announced for the second five-year or ten-year period. Plans for the experimental study of minor deviations from the standard curriculum would of course be laid from the start; so would plans for the introduction of local materials in so far as these did not disrupt the stabilization of fundamentals.

It is time I reminded myself, however, that this conference is primarily concerned with the relation of textbooks to the work of the schools, and that it is not my particular business to pose as an educational expert. Let us consider, then, the relation of the prevailing chaotic curriculum revision on the one hand, and of the desired curriculum stabilization on the other hand, to the textbook business—to the work of the textbook writer, the textbook editor, and the textbook publisher.

Revision Sometimes Is Done to Fit Textbooks

1. There are numerous instances in which curriculum revision by committees of teachers presents no problem to the textbook maker, for the simple reason that the natural relation is reversed. I mean that the curriculum committee writes its course of study to fit a textbook that meets its approval or that has been officially adopted by some superior administrative body.

In the nature of the case, this type of revision does not make for stabilization or uniformity between different communities, because the different communities are likely to be using different textbooks. On the other hand, if the textbook is a reasonably good textbook, the chances are better than a one-to-one shot that the resulting course of study is far better than the revision committee could produce by its own lucubrations. If the book



Photograph by Bachrach

GUY MONTROSE WHIPPLE

is a superior book, wherein important advances in educational procedure are incorporated, the result may be really excellent, because superior procedure may thus become a matter of general classroom practice years sooner than if the textbook had not been used as a basis for the work of revision. It is not necessary to go further into this aspect of the situation; every textbook man here today could supply illuminating examples of this writing of courses of study around a textbook.

More Often the Publisher Must Take an Expensive Gamble

2. But the situation is not usually so simple. The revisions that are perpetually bobbing up all over the country do not usually meekly follow the published books. Consequently, if the textbook publisher is to keep out of the red, he has to be forever on the watch for the appearance of these revised courses of study.

That means that the publisher is obliged to maintain a more or less expensive curriculum department and to keep some one at work digesting and analyzing these multifarious demands of the school public. The cost of this work goes into the publisher's overhead and of course it comes out of the pockets of those who buy his books. Next he has to keep his authors notified of what his curriculum department unearths. In turn, his

authors have to keep busy, and his editors likewise, in a practically continuous series of alterations in his textbooks. In many instances his revisions are a gamble; the publisher may secure an adoption of a given textbook as the result of the joint labors of his author and his editor; but again, he may not secure the adoption. He may exact weeks of time from an author, load his editorial staff with many expensive hours of work, run up a sizable bill at his printer's, send out several dozen costly handmade samples of a proposed revision of his textbook, pay the salaries of several excellent field representatives and reap as his reward precisely nothing at all. Who pays for this? The school buyers of the country. Who is responsible for it? The revision committee of the city or the county or the state that thought it wanted something new and up to date, something progressive.

Hasty Adaptations for Quick Sales Mean Poorer Texts

3. This bad situation is made still worse by the unfortunate practice in some school units of releasing a revised syllabus only a short time, say six or eight months, before it officially goes into effect.

Every textbook man knows perfectly well that it is impossible to produce within eight months a textbook that will be satisfactory to the author or the publisher or, in the long run, to the user. Here, again, the schools lose; they get a book that is poorer than the one it displaced, as they discover to their cost when they get over their glow of satisfaction in having revised something, their pride in being progressive.

Restriction of Territory and Life of a Text Increase Its Price

4. Suppose that a piece of curriculum revision is done by the educational officials in a community or territory that, from the publisher's point of view, is commercially important. The potential sales in the schools involved are too many for him to neglect. He has no alternative but to produce a new textbook or to revise an old one, in order to meet, or seem to meet, the revised course of study. Any publisher knows that this sort of job can be done with varying degrees of qualitative excellence, and further that a considerable number of school purchasers cannot tell the difference, short of classroom trial,

between a superior book and an inferior one. In the more usual situation, the course of study laid down by the revision for the territory in question is peculiar in several respects to this territory—a situation radically different from what it would be under the ideal plan of reasonable uniformity that I sketched in my earlier remarks. The publisher cannot, then, plan for and produce a book that he can be sure of selling in quantities over a large territory; he must plan for and produce a book that he hopes to sell in this particular limited territory. If his book fails to pay for itself there, he is certain to lose money, because no other territory wants a textbook in this subject that is like the one he is making. A natural thing to do in this situation is to cut production expenses in every possible way except in the one best way, that of quantity production. One possible consequence of this typical situation is, therefore, the production of mediocre texts, put out hastily with the sole hope of "cleaning up" by quick sales over a relatively small territory.

The word "quick" I put in advisedly, because of the idea now rapidly becoming a *bête noire* of the publisher that no book should be adopted that was not produced within five years of the current date. A volume could be said about this point. I refrain from saying more than this: that the get-a-freshly-dated-textbook idea (textbooks are fast approaching the dated-coffee racket) is own sister to the get-a-new-course-of-study idea; that the more keen a school system is to revise its course of study, the more likely it seems to be to get revision as a habit; it cheerfully scraps its latest revision after it has had but a few short years of trial. In fact, the outmoding of some new courses of study goes on at so fast a pace that I was only moderately surprised the other day to be told by the educator responsible for a state course of study dated 1932-1933 and the product of two years of work that "we would change this in many important particulars if we were publishing it now"—in short, this particular piece of revision is officially acknowledged to be pedagogically bad within ten months of its publication. I ask you, gentlemen: How is an author or a publisher to produce a satisfactory textbook for use under conditions like that?

What I have just said may sound disparaging to the output of the publishers. I do not mean to imply that textbooks designed for use for a relatively short time in a relatively

restricted territory are always mediocre. That is far from true. It would perhaps be more accurate to say that a better book could be furnished for less money if the publisher could have for it a more adequate production time, a longer life expectancy, and a wider area of potential sales.

Some Examples of Chaotic Curriculum Requirements

I cited at a previous conference a typical illustration of the problem raised by diversified courses of study—namely, the problem set before a publisher who wants to produce a junior-high-school anthology: Our curriculum bureau found that if you take the readings prescribed for this sort of work in 20 state courses, 1 county course, and 6 city courses, and make an anthology that would contain all the specified materials, your book would have to contain 302 different selections, many of them lengthy ones. Your anthology would begin to look about the size of Webster's unabridged dictionary if you set the material in the size of type that some of the school people think they ought to have. After you give this up in some disgust, you think perhaps you could make an anthology by taking only those selections that are prescribed by 15 of the 27 courses before you. You find to your astonishment that there are only 6 selections that are agreed upon by 15/27 of the prescribed courses.

Naturally, this is a rather unusual illustration; you may object that the choice of literary selections is nothing very fundamental, that you would expect a wide variety of prescriptions in an anthology.

Let me, then, take another illustration, this time from the field of the social studies in the elementary school. It needs but a brief examination of the courses that are now being proposed to prove that this field is little short of chaotic. No publisher can prepare a text, or even a series of small books, for the social studies in the intermediate grades that will meet the prescriptions even of any two published programs. Whatever book he produces is a gamble. The only sure thing about it is that it will not fit the assumed needs of any large number of schools. Incidentally, in this connection, I might raise the question, whose business is it to say what ought to be the content of social studies courses in the elementary school? To me it would seem to be the business of experts in the social studies.

One thing is clear in my mind: it is not the business of groups of public-school teachers or supervisors or principals, who are just now trying to do it, with results that are comic or pathetic, as your mood may be.

If you object that the group of social studies is not a fair example, I would point out that the situation is also bad in the production of old-line, standard elementary-school histories. One state wants a biographical type of treatment in the fourth grade; another definitely objects to biographical treatment; a third wants local history; a fourth wants strong emphasis on primitive life; a fifth on Greek and Roman materials. Again, any history of the United States may have to be written in two or three different editions to satisfy regional demands. Some states refuse a book that uses the term "Civil War"—you must talk about "The War between the States." The next community turns down the same book because the term "Civil War" cannot be found in the index. Any series of texts adjusted to eight grades must be revamped to fit the plans of areas where there are but seven grades. The point to be kept in mind here is that every adjustment of the sort I am mentioning is expensive and adds to the price of the book to the schools.

The same story could be told about work books, teachers' manuals, and keys. As matters stand, nearly every work book, for example, has to be made in two forms—consumable and non-consumable. That increases their cost. The demand for keys—and they are usually extraordinarily expensive—is well-nigh grotesque in some instances. If the publisher must make them to satisfy certain groups of teachers, he must spread their cost over the total expenses of the books to which they are accessory, whether they are wanted by all school systems or not.

Even in seemingly highly standardized subjects, like arithmetic and spelling, the diversity of demand is unexpectedly large. Thus, it is my contention that any one of a half-dozen of the best spellers on the market presents a list of words that can be regarded as scientifically selected and well distributed in grade placement. Yet in the face of that situation, New York State, to cite one example, comes forward with a new list, differing sufficiently from the spellers already on the market to compel publishers feverishly to produce a special New York edition. No sooner is that done, and books constructed that can be sold only in that state, than it is discovered that

this tentative list will not be used in this or that city after all. Surely no serious educational damage would result if spelling lists were not tinkered with for the next ten years and if the state departments of New York and, let us say, New Jersey, Pennsylvania, and the six New England states were to agree upon a uniform list to be used in Grades III to VIII from now until 1944.

In Conclusion

In closing, let me tie together the threads of this paper, and incidentally try to provoke some discussion, by proposing a resolution, as follows:

Resolved: That it is the belief of representatives of the National Council of Education and of representatives of publishing firms assembled at the Cleveland Conference of February 25, 1934, that positive advantage would accrue to the work of the public schools if schoolmen would make a concerted effort toward the stabilization of the elementary-school curriculum.

Comment

WILLIAM C. BAGLEY

I WISH to lodge a protest against extreme localism in courses of study. In my opinion there is no justification for each community to have a curriculum all its own. It may be said that the purpose of these local courses of study is to insure a certain community culture, effective collective thinking, and collective action. But, on the other hand, I can see no excuse for the 35,000 different courses of study that have been collected at Teachers College during the past ten years, and the making of new curricula is proceeding apace.

The tremendous mobility of student population and the shifting of population makes for duplication of material on the part of students. For example, I know of one student who, because of the movement of his family to several communities, studied American history up to the Revolution three times. But the curriculum makers take the attitude—why think of the child when you have a curriculum program to put across?

W. W. LIVENGOD

TWO great states are socially, economically and geographically much alike. Naturally one would expect in these states courses of study in history or geography that would be somewhat

related. In these two great states, which are New York and Pennsylvania, the geography textbooks or history textbooks suitable for a course of study in one cannot be used in the other. Each state has a metropolis, Philadelphia and New York City, whose courses of study are not related. Buffalo and Pittsburgh declare their independence from the state courses of study.

When this situation is multiplied all over the country, a great problem arises. It is high time for some educators to protest.

Who is responsible?

First, a part of the fault lies with the teachers colleges. Their theme song is—do something original.

Second, there is the temptation of professional glory and remuneration. In too many instances someone closely identified with the course of study or someone in the state department appears as the author of one of the first textbooks that come out following the publication of the new course. I sometimes wonder if the change in the course is for the purpose of getting out a textbook.

• • •

New Series of Monographs

THE School of Education of the University of Southern California has announced the publication of a series of education monographs. The monographs will consist of student and faculty research studies of outstanding quality and interest. The first two monographs of the series have been published and three others are in process.

Of special interest to commercial teachers is Education Monograph No. 2, "The Evolution of Business Education in the United States and Its Implications for Business-Teacher Education," by Dr. Jessie Graham, Associate Professor of Commerce, State Teachers College, San Jose, California. (University of Southern California Press, Los Angeles.)

Dr. Graham has treated her study in five parts. Part I is devoted to the history and present status of the problem; Part II, early and current aims and curricula of secondary business education in the United States; Part III, preparation of teachers of business subjects for the secondary schools of the United States; Part IV, conclusions and recommendations; and Part V, appendixes and annotated bibliography. (228 xxiv pp., cloth binding, 6 x 9 inches.)

This work is comprehensive and timely, and should be especially valuable for those who train teachers of business subjects.

The monographs, which will be published bimonthly by the University of Southern California Press, sell for \$1.50 each, or four numbers for \$5.00.

Methods and Devices in Teaching Typing

"The most successful teacher is usually the one who has the greatest ingenuity in discovering and using devices that arouse interest and serve as incentives. The teacher who has solved the problem of maintaining a high degree of interest and enthusiasm in the work of the school will have few other problems."—William Henry Pyle.

By VERNAL H. CARMICHAEL, M.A.

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(Continued from the April issue)

THERE is no doubt that many typing teachers spend much valuable time, which might well be put to better use, in unnecessary checking of countless pages of type-written exercises prepared by pupils under their instruction. With a unit organization of materials such as is found in many of the modern texts, the teacher can and should spend his time in teaching the materials in the unit. Of course his pupils are typing exercises. It is only right that they should. Pupils learn to do by doing. But the teacher need not check everything the pupils type. The business law teacher and the social science teacher do not check every word that their pupils utter in the classroom.

The exercises that are performed in the typing classroom are, in most cases, learning exercises only. The sole justification for class recitations is that pupils may learn. The good teacher directs his attention to building up situations where his pupils may learn; he then observes the way in which these pupils perform their learning activities and assists them in acquiring the desired learnings. Nothing is gained by carrying from the classroom a great stack of papers to be checked away from the pupils who did the exercises. When a unit of work has been completed, properly constructed tests will tell the story of how well the individual pupil has assimilated the learning and mastered the materials of the unit.

Unit tests will do much to relieve the teacher of the extra work that comes through the checking of many papers. These tests may be new-type tests of an objective nature, or they may be problems or projects that are very much like the materials just studied in the unit. For example, when the first unit in tabulation has been presented, a test should be given that will check the pupil's knowledge

of tabulation. This test may be a new-type test, or it may be a test in setting up problems in tabulation, or it may be a combination of these types. It is a splendid idea to time the typing of the tabulation test problems in order that a relative score for each pupil may be determined between his speed in setting up tabulations and his speed in typing ten-minute straight-copy tests.

In order to carry out such a program, the teacher is called upon to place special emphasis upon the method by which he presents the materials for learning to the pupil or learner. It is an accepted practice today to plan to care for individual differences among pupils. Tests again lend themselves as useful instruments to guide the teacher as he endeavors to deal with the problem of individual differences. Tests used for this purpose should be administered at intervals as the presentation of the materials of the unit proceeds. The results of each test should be analyzed, individual needs recognized, and remedial measures offered.

The series of tests that follow have been used by the author in teaching horizontal and vertical placement in tabulation. The tests are easy to administer and score, and are so constructed and arranged that they form a complete cycle in the learning process connected with the unit of learning which they are designed to test. In the first test, which consists of a diagram of a simple tabulation, it is required of the pupil that he fill in a number of blanks in order that his knowledge of horizontal and vertical placement may be checked. This test is given immediately following the teacher's presentation of the procedures to be used in planning the placement of simple tabulations. The first test with all necessary instructions follows.

PROBLEM IN TABULATION

HORIZONTAL AND VERTICAL PLACEMENT

Test I

Score—

Directions: The accompanying illustration shows a diagram of a tabulation problem. The main heading contains 35 spaces; the subheading, 25 spaces; the first column heading, 12 spaces; the second column heading, 10 spaces; the third column heading, 10 spaces; and the fourth column heading, 8 spaces.

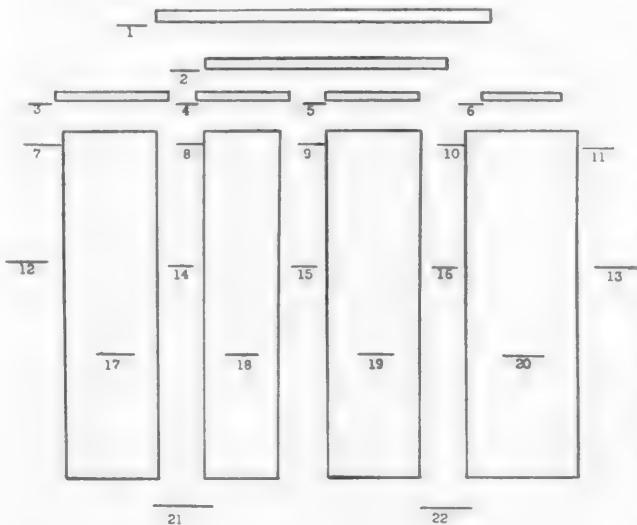


DIAGRAM OF TABULATION PROBLEM

The first column is 10 spaces in width; the second column, 8 spaces; the third column, 10 spaces; and the fourth column, 12 spaces.

There is triple spacing between the main heading and the subheading, double spacing between the subheading and the column headings, and double spacing between the column headings and the columns.

Each column contains 12 items, and the items are double spaced in the columns.

The top and bottom margins are equal in width. The right and left margins are equal in width. Fifteen spaces are divided equally among the margins between the columns.

Fill in the numbered blanks. Use key.

Key: (The numbers before the items in the key correspond to the numbers under the blanks. Consider that the tabulation is to be placed on a full page in pica type. The center is to be considered as 43 on the typewriter scale.)

- 1. Point at which main heading begins.
- 2. Point at which subheading begins.

- 3, 4, 5, 6. Points at which column headings begin.
- 7. Point for left marginal stop.
- 8, 9, 10. Points for tabular stops.
- 11. Point for right marginal stop. Allow 4 spaces for bell.
- 12, 13. Width in letter spaces of left and right margins.
- 14, 15, 16. Width in letter spaces of margins between columns.
- 17, 18, 19, 20. Width in letter spaces of material in columns.
- 21. Width in line spaces of top margin.
- 22. Width in line spaces of bottom.

Name

After the first test has been scored, individual difficulties are analyzed and remedial measures are prescribed. The teacher must then reteach at the points where the pupils have failed to learn. After the remedial work has been completed, a second test is given.

The second test consists of a simple tabulation problem properly arranged in the center of the test page. Again the pupil is asked to fill in a number of blanks in order that his knowledge of placement may be checked. Since much less information is given in the directions

than in the first test, the pupil must analyze the problem before he can fill in the blanks. The second test follows:

PROBLEM IN TABULATION

HORIZONTAL AND VERTICAL PLACEMENT

Test II

Score—

Directions: This is a tabulation problem. You are to fill in the blanks on the next page.

Twenty-one spaces are used for intermargins, 9 of which are used for first, and 12 of which are divided equally between the other two intermargins.

Compute the horizontal and vertical placement of this problem as you have been taught to do in your class exercises. Consider that the tabulation is to be placed on a full page in pica type. The center is to be considered as 43 on the typewriter scale. Work carefully.

POST OFFICE RECEIPTS FOR TWELVE INDIANA CITIES
Total Receipts for First Five Months

City	1933	1932	1931
Anderson	93,124	89,959	93,817
Bloomington	40,815	41,809	50,220
Columbus	25,491	23,108	24,644
Fort Wayne	303,228	334,025	387,753
Gary	62,706	75,532	90,485
Hammond	100,973	104,380	121,305
Huntington	40,089	44,460	53,311
Kokomo	49,668	58,991	69,842
Marion	46,901	52,027	62,552
Muncie	88,406	99,397	109,916
South Bend	258,454	289,126	340,470
Terre Haute	152,939	169,371	187,929

Fill in the following blanks. Consider this problem as a double-spaced tabulation.

- | | |
|---|---|
| 1. Point at which main heading begins.... | 12. Width in spaces of left margin..... |
| 2. Point at which subheading begins..... | 13. Width in spaces of right margin..... |
| 3. Point first column heading begins..... | 14. Width of first intermargin..... |
| 4. Point second column heading begins.. | 15. Width of second intermargin..... |
| 5. Point third column heading begins... | 16. Width of third intermargin |
| 6. Point fourth column heading begins... | 17. Width in spaces of first column..... |
| 7. Point for left marginal stop..... | 18. Width in spaces of second column... |
| 8. Point for first tabular stop..... | 19. Width in spaces of third column..... |
| 9. Point for second tabular stop..... | 20. Width in spaces of fourth column.... |
| 10. Point for third tabular stop..... | 21. Width in line spaces of top margin... |
| 11. Point for right marginal stop..... | 22. Width in line spaces of bottom margin |
- (Allow 4 spaces for the bell)

PROBLEM IN TABULATION

HORIZONTAL AND VERTICAL PLACEMENT

Test III

Score—

The teacher now gives a third test, which consists of statistical material in paragraph form for which a plan of placement must be determined. The pupil is asked to fill in a number of blanks in order that his knowledge of placement may be checked. The only information given is that which the pupils will need to plan the required placement. The third test follows:

Directions: This is a tabulation problem. You are to fill in the blanks at the bottom of this page.

Twenty-two spaces are used for intermargins, 8 of which are used for first, and 14 of which are divided equally between the other two intermargins.

Compute the horizontal and vertical placement of this problem as you have been taught to do in your class exercises. Consider that this tabulation is to be placed on a full page, double spaced in the columns, and typed in pica type. The center is to be considered as 43 on the typewriter scale. Work carefully. The data to be tabulated are given below:

Main Heading: Construction of New Residential Buildings. **Subheading:** Permits for First Seven Months. **First column heading:** City. **Second column heading:** 1933. **Third column heading:** 1932. **Fourth column heading:** 1931. The data follow: Columbus: 1933, \$31,132; 1932, \$61,920; 1931, \$139,005. Crawfordsville: 1933, \$86,260; 1932, \$23,400; 1931, \$13,725. East Chicago: 1933, \$31,502; 1932, \$64,077; 1931, \$341,992. Elkhart: 1933, \$29,307; 1932, \$70,619; 1931, \$142,149. Gary: 1933, \$79,785; 1932, \$39,955; 1931, \$848,640. Huntington: 1933, \$1,446; 1932, \$10,595; 1931, \$23,540. Kokomo: 1933, \$71,070; 1932, \$46,187; 1931, \$142,272. La Porte: 1933, \$17,594; 1932, \$30,195; 1931, \$109,342. Lebanon: 1933, \$4,425; 1932, \$18,115; 1931, \$212,830. Logansport: 1933, \$17,148; 1932, \$37,660; 1931, \$44,060. Marion: 1933, \$31,710; 1932, \$50,811; 1931, \$68,695. Muncie: 1933, \$68,335; 1932, \$97,229; 1931, \$160,719. Richmond: 1933, \$32,200; 1932, \$41,300; 1931, \$153,115. Valparaiso: 1933, \$27,435; 1932, \$33,124; 1931, \$59,173. Vincennes: 1933, \$34,512; 1932, \$31,608; 1931, \$43,418.

The teacher again deals with individual difficulties in a manner similar to that used after each of the other tests. The corrected test is then placed in the hands of the pupils, as a fourth phase in this method of presentation. They are asked to type this tabulation upon a full-sized sheet of typing paper according to the corrected plan which they now have before them. If time permits, it is well to type the problem in the second test immediately after the test has been administered and scored. The pupils should now be given a number of problems in simple tabulations to be typed in order that an assimilation of this new learning may be effected. There are many practical applications of tabulation that

must be taught, but these grow out of the unit which has just been considered, and need not, therefore, form a part of this discussion.

What has been done with this unit in horizontal and vertical placement in tabulation can be done with other units in typing. Pupils will have a better understanding of what they are doing, if the teacher will first use some means to diagnose their difficulties and then assist them in acquiring the new learning in an intelligent manner. The teaching of units in typing must be conducted from the standpoint of the learner. If this thought is firmly grasped, it may be the means of changing many of the methods and procedures in a great number of our typing classrooms.

What Should Be Taught in Economics for the High School Student

By HAROLD F. CLARK, Ph.D.

Professor of Educational Economics, Teachers College, Columbia University

Over a million and a half youth are today receiving their business education in the schools of this country. The future welfare of the country is largely dependent on the soundness of the economic thinking of these young people and their instructors. Dr. Clark's articles, of which this is the fifth, deal with economic situations affecting every citizen of this country.

IN our four previous articles we have discussed some of the things that a teacher should know regarding the present economic world. Certain parts of the recovery program have been discussed. Particular attention has been given to the plans of the National Recovery Administration. Some attention has been given to the Agricultural Adjustment Act. The banking and currency situation has been discussed. We have pointed out the importance to the teacher of knowing something about the enormous productive capacity of American industry. And finally, the question was raised as to whether there was sufficient work to use all our people.

The material presented previously has been primarily from the standpoint of what the teacher should know. Many teachers have inquired regarding what the high school student should know and what he should be taught about economic matters. This is the

question we want to discuss at this time. What should be the content of an economics course for high school students?

The old idea of what to teach a high school student in economics was to condense a college textbook. The illustrations and explanation would be left out. The high school student would be expected to understand what had been exceedingly difficult for the college student. He was expected to understand despite fewer illustrations and much less explanation.

As Professor E. L. Thorndike pointed out many years ago, dictionaries for children were usually condensed copies of larger dictionaries. Most of the illustrations, pictures, and examples were left out. The child was expected to understand the word with less help than the adult. This situation held in an exaggerated form in the field of economics. The content of the older high school text was almost entirely a matter of definition and

highly formal discussion of very abstract topics. During the last few years we have analyzed all the high school economics textbooks we could find that had been published during the last hundred years. The statements above are mild in the light of the facts discovered in our analysis.

The older textbooks made one further assumption, which today cannot possibly be made. From the content included the older books must have assumed that the person studying them was going to become a professional economist. There are good reasons for thinking that, each year, between 250 and 500 students in our high schools will become professional economists. With perhaps half a million students studying economics it is clearly absurd to construct a course of study for the needs of 500. It would be just as reasonable to say that the instruction in health in our schools should consist of a condensed statement of the first year's work in a medical school. There was a time, perhaps, when some of the health work largely paralleled that which might have been studied later in medical school. That time has long since passed. We no longer assume that it is necessary for a person to become an expert in medicine before he can be taught certain simple facts regarding health. It is no longer necessary to assume that each person has to become an expert economist before he can be taught certain simple and valuable facts about the economic world in which he lives.

Content of the Old Textbooks

More specifically, what was the content of the old textbooks, and for that matter what is the content, in a large part, even of the newer textbooks? How do they compare with the material that should be included? Most of the textbooks are devoted very largely to definitions. Many used to spend much time defining the nature of economics. Many today spend much time defining various topics included within the textbook. The definitions were followed by very formal discussions of the factors affecting the productivity of labor and the productivity of capital. If one will take the trouble to read Adam Smith's "Wealth of a Nation," he will be amazed at the similarity of treatment of these factors with the treatment found in many of the high school textbooks. While it is quite true that every economist should be well acquainted

with Adam Smith, it is highly improbable that the method of presentation and type of discussion, written 150 years ago for the well-informed adult, would be the best for the high school student in an economic situation that has changed in many aspects.

The older texts include long and elaborate discussions of the nature of rent. They take great pains to point out, as Ricardo proved 100 years ago, that "land would become scarcer and scarcer and that a larger and larger fraction of the total income would go to those who controlled the land on which our food was raised." The professional economist needs to understand why Ricardo was disturbed about the scarcity of land in a little island with a rapidly growing population before steam power as applied to boats had become developed. With limited land available and great difficulty of transport, it was easy to surmise that the holder of land would be able to benefit at the expense of all other groups. Modern transportation facilities and new agricultural machinery have changed the situation, at least for generations to come. It is doubtful, therefore, if such discussion is the most profitable use of the time of the high school student.

Elaborate discussion of the nature of interest and of profits is included in many of the books. Most of the material is highly formal discussion condensed from larger texts. The reasons as to why interest and profits are paid reflect quite largely the thinking of the Nineteenth Century.

The discussion of wages in many ways is even more inadequate. Some of the books give, almost unchanged, Adam Smith's list of the factors that cause differences in wages. The books assume that something approximating perfect competition actually exists. Whereas, if even Adam Smith had been read carefully, the authors would have discovered that the factors affecting wages, as listed by Smith, exist only in case there is competition. Smith goes to great pains to point this out. Many of the texts are much more careless in spite of the fact that there probably is less competition and far more reason why they should stress semi-monopolistic controls.

In scarcely a single text on economics could a high school pupil discover that, even if wages are largely determined by the number of people in a given occupation, that number is largely determined by social conditions and could be changed by society. The pupil would get no indication of the extreme importance to

his own individual welfare of choosing an occupation in which there would be relatively few people compared to the demand. He would get no indication of the enormous importance of society's setting up machinery to give this information to every boy and girl. The entire discussion of rent, interest, profits, and wages is largely formal and has or could have little or no relation to the life of the ordinary high school student.

The older textbooks on the advanced level give a great deal of time to the theory of value. Elaborate explanations were evolved and defended of why one thing had a particular value as compared to something else. The theory of value is important to the technical economist, but it is very difficult to see how much of the material on this topic which has passed down into the high school text can possibly be understood or used by the high school student.

The discussion of exchange, of money, and of our medium of exchange is not much more satisfactory than that of other topics. The discussion is largely a description of the types of money that have existed and the mechanics of the monetary system as it has existed in this country. The material doubtless could be made instructive with changes, and, undoubtedly, the good teacher could make the changes, but it is difficult to see why the text should not have been written differently in the first place.

Perhaps the weakest part of the older textbooks has been the conclusion. This, many times, is a section devoted to such topics as reforms, government control, taxation, and similar themes. Under reforms might be included such subjects as socialism, single tax, government ownership of railroads, and similar topics. The discussion is practically always handled in such a way as to leave the student with the feeling that these things affect some world which has little or no relation to the one in which he lives. The enormous range of items about which he should be informed are largely omitted. No suggestions are made as to how he might get further information to enable him to improve the economic world in which he lives.

When a student finished a course in which such a text was used he was likely to feel that he had gone through some kind of a process of mental gymnastics, but he would hardly realize that the subject he had been discussing for a semester or a year was one of



HAROLD F. CLARK

great importance to his own welfare. And only in exceptional cases would he be prepared to be a more intelligent citizen.

The New Idea of What Should be Included in Text on Economics

The new content that should be included in economics textbooks is not so much interested in the abstract definitions of the nature of production as it is in the enormous productive capacity of American industry. The new economics will describe our modern and improved factories and show why it is that enough could be produced for all. It will try to show why and how it is possible to abolish poverty and unemployment. It may spend some time in giving a graphic picture of how much is actually produced and of how much had been produced in former times, but only to lay a foundation for the picture of our vast productive capacity.

Some attention must be given to the question of value but, instead of having the elaborate, formal definitions of the old economics, the new economics tries to show that value in exchange depends upon scarcity. It points out that this is of the very nature of our monetary economy. A thing has value in exchange if there is less of it. Consequently, value depends upon scarcity as well as upon utility. Economic welfare demands abundance

of goods and services. Value depends upon scarcity; welfare demands abundance. This introduces one of the fundamental conflicts of our economic order. The people in control of production in any given field try to hold production down to a point that a relatively high exchange value will be maintained. This leads to such amazing things as the burning of hundreds of millions of pounds of coffee in Brazil, the destruction of fruit in the United States to prevent it from reaching the market, the plowing under of cotton, and the killing of small pigs. The people in any given occupation, if they are economically wise, try to prevent other people from entering that occupation. The new economics tries to explain the nature of value in our economy and is very much interested in possible methods to harmonize the conflict between the scarcity demanded by value and the abundance required for welfare.

Problems of Consumption Most Important

A discussion of consumption is very important in the modern economic world. A hundred and fifty years ago the supreme economic need was to be able to produce more goods and commodities. Consequently, economists were concerned with production but very little with consumption. Now we have the productive capacity, and economic problems are primarily concerned with operating that capacity, with what is to be produced, and the consumption of what is produced. There is every reason to think that problems of consumption will become more and more important. The producer makes the most extravagant claims for his commodity. The independent consumer cannot possibly be intelligent regarding most of the items consumed in the modern world. Some kind of consumers' organization is very important. The high school student should be shown the necessity of consumers' organizations in the modern world to supplement the ignorance of the individual consumer. Professor John M. Keynes has recently said that if we do our job we will solve the economic problem within the next hundred years. But this refers only to the problem of production. When we can produce as much as we need the question will become, how much is it wise to consume of any given commodity or service? The questions of consumption will become the primary economic questions. Every child going to school should be given far more knowledge

and information regarding consumption than he is now getting.

The new economics will give far more attention to occupational planning and to opportunities for work than did the old economics. Instead of discussing wages in the abstract and occupations and work in the abstract, the new economics will discuss it in highly specific terms. It will raise issues regarding which occupations need more people, as well as which occupations boys and girls should enter for their own good and for the good of society. The relative advantages and terms of wages, hours of labor, and other considerations will be carefully treated. The possibilities of occupational planning in the community, the state, and the nation will be carefully explored.

City and regional planning will be considered at great length. There are probably few economic topics that affect the lives of boys and girls more than the topics discussed under city and regional planning. Practically all the housing in most of the cities of the country is inadequate. Most of our cities are poorly planned from the standpoint of traffic and getting to and from business centers. We probably do not have a single large city that has a comprehensive plan in terms of the demands of modern automobile traffic. In very few cities is it possible to reach the schools without crossing streets on which there is automobile traffic. Even the most elementary phases of city planning have not been attempted. The issue is complicated in many respects. But there is every reason to think that high school boys and girls can deal with many parts of the problem. There are not many items of knowledge that one can say with confidence should be understood by nearly every boy and girl. Among these few, however, it is fairly safe to include certain aspects of community planning. It seems reasonable to demand that no boy or girl leave high school without a fairly clear understanding of the changes that would be necessary to make their community a satisfactory place in which to live. Each child might be expected to draw up a comprehensive plan for his community; certainly such a comprehensive plan should be studied.

In the city schools it would be reasonable to insist that every child leave school with at least some grasp of what really modern housing for his community would be like, of the possibilities of traffic improvement, of the possibility of adequate parks and open spaces, of some fairly comprehensive design regarding

the location of factories and industries, and the possibility of making all this into an aesthetically pleasing whole.

In the rural districts it would not seem unreasonable to expect economics to provide a basis for understanding the necessity of agricultural cooperatives. In fact, one might go so far as to say that a large part of the curriculum of the rural schools should be built around the necessity of building agricultural cooperatives. The possibilities of cooperative effort in raising the level of economic welfare and of cultural welfare of the community should be explored. Just as in the city, so in the rural district, there is the necessity of changing the whole physical base of living. Perhaps the farms are too widely scattered in many rural districts. There might have to be a regrouping in units that could develop an adequate cultural life.

The schools should try to develop a more comprehensive attack on the problem of general economic planning. There are great difficulties in making this real and understandable to the student, but there is far more justification for dealing with current issues, even though they may be more difficult, than with the abstract issues of the past. Some attention should doubtless be given to the necessity of planning our foreign trade, industry, and agriculture; occupational planning; and the

planning of many other phases of our economic life. Above all, the student should be continuously impressed with the necessity of cooperation in the modern world. This probably involves the construction of entirely new social machinery. Attention should be given to the part that the present political state should play in this organization and the doubtless far more important part that the voluntary cooperative groups would play.

Some attention should be given to the personal economic problems of boys and girls. Whether this should be the beginning point probably depends somewhat upon the local situation. Such questions as saving and investigating might be discussed in many communities because they can be quickly turned to the broader questions of social security and of social and economic advancement.

The new content for high school economics should be far more dynamic and vital than the old. There is every reason to think it will command a far greater degree of interest from both student and teacher. The teacher must be well grounded in our old economic theory, in economic history, and in economic geography, but above all he must have a vital interest in present economic problems and in his students. If the problem is approached from this angle we shall soon have far better material in economics for high school students.

The Tennessee Survey of Business Education

AT its last session the Tennessee Legislature provided for the appointment of an Education Commission to make a thorough study of public education in Tennessee and report its findings to the Legislature at the opening of its session, January, 1935. The money appropriated for this purpose has been supplemented by T. V. A. funds, as the larger part of the information collected is also being used by the Basic Fact Finding Committee of the T. V. A. Since there is no business education specialist in the Tennessee Department of Education, the commercial section of the Tennessee State Teachers Association agreed to sponsor, at the request of State Superintendent Dr. Walter Cocking, a survey of business education in cooperation with the Commission. Miss Helen Frankland, of Hume-Fogg High School, Nashville, and 1933 chairman of the State Commercial Education Section, is directing this survey.

"Through questionnaires to superintendents, principals, and teachers, as well as examination

of records in the State Department," Miss Frankland writes, "we are endeavoring to determine the present status of business education in Tennessee. Through questionnaires to business men and graduates of the high schools (over 6,000 were sent out in 15 representative cities and towns in the state), we are attempting to determine the commercial opportunities available and to what extent the high schools have been meeting this demand. Recommendations for curriculum revision will be based upon these data and upon the objectives of business education as set forth by the Department of Business Education of the N.E.A."

The committee cooperating with Miss Frankland are:

For East Tennessee—Miss Mary Ellen Champe, High School, Knoxville; Miss Virginia Newton, Science Hill High School, Johnson City; for West Tennessee—George A. Macon, Supervisor of Commercial Education, Memphis; Ivy McKinnie, High School, Jackson; for Middle Tennessee—T. W. Kittrell, Tennessee Polytechnic Institute, Cookeville; Mrs. L. A. Newman, Central High School, Nashville.

Charles Dickens, Shorthand Writer

By LOUIS A. LESLIE

Associate Editor, "The Gregg Writer"

THE recent death of Sir Henry Fielding Dickens, last surviving son of the great novelist, has released for publication the only remaining major writing of Dickens not yet familiar to the world—his hitherto unpublished manuscript, "The Life of our Lord." This was written for his children and left with the provision that it was not to be printed until after the death of his last surviving child.

Because of the unusual circumstances which have withheld this manuscript from publication for the sixty-four years since the author's death, the publication rights were sold for an unheard-of sum, probably more than has ever been paid for any other literary work. The price, as reported in the newspapers, figures out at about \$15 a word, which would rather conclusively disprove the statements we have seen printed now and then in recent years that the works of Charles Dickens are too leisurely for this feverish age and, therefore, have lost their popularity. Any author whose loss of popularity carries him up to a figure of \$15 a word for his writings doesn't need to worry for a while yet.

Millions of people, of all ages and in all countries, are interested in Charles Dickens. He was as great a genius in fiction as Shakespeare was in drama. The profusion of tenderness, pathos and humor which poured so lavishly from his fertile imagination has entertained and touched readers everywhere for nearly a hundred years.

Shorthand writers feel a special interest in Dickens, because not only was he an accomplished shorthand writer himself but some of his children as well as his father wrote shorthand.

Far beyond this, however, is the seldom-realized fact that it is in some considerable measure to his experiences as a shorthand writer that Dickens owes many of the episodes over which we still weep and chuckle.

Remember that Charles Dickens was only a young man of twenty-four when he first took the world by storm with what is still one of his most popular and best-beloved works, "The Pickwick Papers."

Normally a young man of that age would never have had the range of contacts and experiences with which to stock his mind were



CHARLES DICKENS AT THE AGE OF 23
(From the miniature by
Miss Rose E. Drummond)

it not for his expertness as a shorthand writer. His work as a reporter brought him into the various courts of London and into Parliament, as well as to different places in England and Scotland for special reporting assignments.

Those interested in the shorthand career of Charles Dickens will find all there is to be known on the subject in "Charles Dickens, Shorthand Writer," by William J. Carlton, and most of the facts given here are taken from that book.

In *David Copperfield*, Dickens incorporated much autobiographical material, and, among other things, he speaks feelingly of his experiences (given as David's, of course) in learning the shorthand system of his day. He says:

"I bought an approved scheme of the noble art and mystery of stenography (which cost me ten and sixpence); and plunged into a sea of perplexity that brought me, in a few weeks,

to the confines of distraction. The changes that were rung upon dots, which in such a position meant such a thing, and in such another position something else, entirely different; the wonderful vagaries that were played by circles; the unaccountable consequences that resulted from marks like flies' legs; the tremendous effects of a curve in a wrong place; not only troubled my waking hours, but reappeared before me in my sleep. When I had groped my way, blindly, through these difficulties, and had mastered the alphabet, which was an Egyptian Temple in itself, there then appeared a procession of new horrors, called arbitrary characters; the most despotic characters I have ever known; who insisted, for instance, that a thing like the beginning of a cobweb, meant *expectation*, and that a pen-and-ink sky-rocket stood for *disadvantageous*. When I had fixed these wretches in my mind, I found that they had driven everything else out of it; then, beginning again, I forgot them; while I was picking them up, I dropped

the other fragments of the system; in short, it was almost heart-breaking."

He goes on to tell how David's friend, Traddles, dictated to him and then he continues:

"Often and often we pursued these debates until the clock pointed to midnight, and the candles were burning down. The result of so much good practice was, that by-and-by I began to keep pace with Traddles pretty well, and should have been quite triumphant if I had had the least idea what my notes were about. But, as to reading them after I had got them, I might as well have copied Chinese inscriptions on an immense collection of tea-chests, or the golden characters on all the great red and green bottles in the chemists' shops!

"There was nothing for it but to turn back and begin all over again. It was very hard, but I turned back, though with a heavy heart, and began laboriously and methodically to plod over the same tedious ground at a snail's pace;



"TRADDLES MAKES A FIGURE IN PARLIAMENT AND I REPORT HIM."

(From the original illustration by H. K. Browne)

stopping to examine minutely every speck in the way, on all sides, and making the most desperate efforts to know these elusive characters by sight wherever I met them."

These lines are not only revealing as the personal experience of one of the world's great authors, but they might well be pondered by almost any beginning student of shorthand. Fortunately, the modern shorthand systems do not contain such a "procession of horrors" as did the system learned by Charles Dickens. Nevertheless, when poorly written, any system can resemble "the Chinese inscriptions on an immense collection of tea-chests."

As a parliamentary reporter making stenographic reports of the debates in the House of Commons, Dickens made as much as 20 or 25 guineas—from \$100 to \$125—a week and, of course, in 1833 that represented an even more princely wage than it would today.

While working in the Reporters' Gallery of the House of Commons Dickens formed a friendship with Thomas Beard which was destined to endure throughout Dickens' life. This shorthand colleague of his, Thomas Beard, was best man at Dickens' wedding in 1836. Beard emphatically assured Dickens' biographer, Forster, that "There never *was* such a shorthand writer" as Charles Dickens. There are many references to Dickens' unusual skill as a shorthand writer. The very fact that he should be entrusted at so young an age with the reporting of the debates in the House of Commons is a testimony to the unusual skill he must have reached.

Let us quote again from David Copperfield, remembering always the autobiographical nature of this book. David Copperfield, having attained his majority, soliloquized:

"I have come legally to man's estate. I have attained the dignity of twenty-one. But this is a sort of dignity that may be thrust upon me. Let me think what I have achieved.

In High Repute for His Accomplishment

"I have tamed that savage stenographic mystery. I make a respectable income from it. I am in high repute for my accomplishment in all pertaining to the art, and am joined with eleven others in reporting the Debates in Parliament for a Morning Newspaper. Night after night, I record predictions that never come to pass, professions that are never fulfilled, explanations that are only meant to mystify. I wallow in words. Britannia, that un-

fortunate female, is always before me, like a trussed fowl: skewered through and through with office-pens, and bound hand and foot with red tape. I am sufficiently behind the scenes to know the worth of political life. I am quite an Infidel about it, and shall never be converted."

It must be remembered that when Dickens wrote this he had just come of age, February 7, 1833, and was at the height of his career as a parliamentary reporter.

On March 31, 1836, the first number of "The Pickwick Papers" was published while Dickens was still engaged in reporting the debates in Parliament. At the close of the August session in 1836, he closed his shorthand notebook for the last time because of the unparalleled success of "The Pickwick Papers."

G. A. Sala, in his biography of Dickens, says:

The Fastest Stenographer of His Time

"All his contemporaries in the Gallery whom I have ever known—and I have known many—have concurred in stating that he was the quickest, the readiest, the aptest and the most faithful stenographer of his time. . . Charles Dickens must have listened to and taken down the words of speeches of nearly every public man of the last generation. He reported Brougham's great speech at Edinburgh, after his resignation of the Chancellorship. He may have reported Lord Stanley's famous oration on the Irish Church. He must have reported habitually the speeches of Peel and Grey, of Denman, of Lyndhurst, of Ellenborough, of Hume, and Melbourne, and Grote. Twenty years after he left the Gallery he retained enough of his ancient craft to teach the art of shorthand very thoroughly and completely to a young brother-in-law, who was entering on the career of journalism."

Sir Henry Fielding Dickens, whose recent death broke the last direct tie we had with the great novelist, said that his father invariably made a shorthand copy of manuscripts and of important letters. Some of these shorthand copies are still preserved. Dickens taught shorthand to his son, Sir Henry. Dickens himself, writing from Italy in 1844, says, when sending back to England the first part of the manuscript of "The Chimes": "I have kept a copy in shorthand in case of accidents."

In a talk given at a dinner of the Newspaper Press Fund in 1865 Dickens said:

"I went into the Gallery of the House of Commons as a parliamentary reporter when I was a boy not eighteen, and I left it—I can hardly believe the inexorable truth—nigh thirty years ago. I have pursued the calling of a reporter under circumstances of which many of my modern successors can form no adequate conception. I have often transcribed for the printer from my shorthand notes, important public speeches in which the strictest accuracy was required, and a mistake in which would have been to a young man severely compromising; writing on the palm of my hand, by the light of a dark lantern, in a post-chaise and four, galloping through a wild country, and through the dead of night, at the then surprising rate of fifteen miles an hour . . . I have worn my knees by writing on them on the old back row of the old Gallery of the old House of Commons; and I have worn my feet by standing to write in a preposterous pen in the old House of Lords, where we used to be huddled together like so many sheep in waiting, until the Woolsack might want restuffing. Returning home from excited political meetings in the country to the waiting press in London, I do verily believe I have

been upset in almost every description of vehicle known in this country. I have been in my time belated on miry by-roads, towards the small hours, forty or fifty miles from London, in a wheelless carriage, with exhausted horses and drunken postboys, and have got back in time for publication, to be received with never-forgotten compliments by the late Mr. Black, given in the broadest Scotch from the broadest of hearts I ever knew.

"I mention these trivial things as an assurance to you that I have never forgotten the fascination of that old pursuit. The pleasure that I used to feel in the rapidity and dexterity of its exercise has never faded out of my breast. Whatever little cunning of hand or head I took to it, or acquired in it, I have so retained that I fully believe I could resume it tomorrow very little the worse for long disuse. To this present year of my life, when I sit in this hall, or where not, hearing a dull speech (the phenomenon does occur), I sometimes beguile the tedium of the moment by mentally following the speaker in the old, old way; and sometimes, if you can believe me, I even find my hand going on the table-cloth, taking an imaginary note of it all."

SPECIMEN OF DICKENS' NOTES WITH TRANSCRIPT

My dear Sir: I did intend writing to say that, through the kindness of a friend, who posts to Brighton and back next Sunday, I could see you for two hours on that day. I am so terribly behind-hand, however, that I am compelled to give up all thoughts of leaving town this month, even for a day. As I shall not see you, then, until you return to town, I state in this short letter the alterations I propose in our Agreement, with the view of facilitating the dispatch of business when we meet.

First, that you should give me £600 for permission to publish 300 copies of my first novel, "B. R.," this number to be divided into as many editions as you think well, and the whole of the manuscript to be furnished by the 1st of March, 1838, at the latest.

Second, that for permission to publish the

(C)

Handwritten shorthand notes, likely representing Charles Dickens' shorthand for the letter 'C'. The notes are arranged in several lines, showing various combinations of letters and symbols used in his shorthand system.

Handwritten shorthand notes, likely representing Charles Dickens' shorthand for the letter 'C'. The notes are arranged in several lines, showing various combinations of letters and symbols used in his shorthand system.

same number of copies of my second novel, "O. T.," you should give me £700, deducting from that amount all you may have been made to pay for the appearance of the different portions of it in the Miscellany up to the time of my finishing the whole manuscript, which I promise, at the very latest, shall be Midsummer next.

I have considered the subject very carefully, and this is the fixed conclusion at which I have arrived. I am sure it is a fair and very reasonable one, but if you are resolved to think differently, of course you have the power to hold me to the old agreement. However, if you hold me to the strict letter of the agreement respecting the novels, I shall abide by the strict letter of my agreement respecting the Miscellany, and arrange my future plans with reference to it accordingly. — "Charles Dickens, Shorthand Writer," by William J. Carlton.

How Theory is Translated into Practice

In the Office Training Course at Our High School

By AGNES E. MEEHAN

Instructor, George Washington High School, Indianapolis, Indiana

THE training of young people for economic and social efficiency implies training in the acquisition of the attitudes, the knowledges, the skills, and the understandings that equip one for complete living.

Perhaps in no other phase of commercial education are these objectives so well met as in the course sometimes designated as office training, sometimes as office practice, sometimes as secretarial training. No matter the name, it is in this course that the student obtains a knowledge of and acquires an experience with the more common types of business activity in an atmosphere approximating, as nearly as possible, real life situations. Here, a practical application is made of the Dewey philosophy of education, "learn to do by doing." Here, theory is translated into experience and achievement effected through trained capacity. One is guilty of no overstatement in saying that no other branch of the curriculum has a richer opportunity for developing desirable character traits and correct attitudes.

Direct teaching is not the primary objective of the office training course in the George Washington High School. Our chief aim is to render service to the school and to prepare the students for economic independence. It is our aim, and one we feel we have in a large measure attained, to create the atmosphere of a real office; but such success as we may have had has been in spite of the lack, rather than because of the actual existence, of that desired environment. The very highest type of office etiquette and decorum are observed—consideration of each other's rights, correct dress, well-modulated voice, punctuality, industry, honest

service, loyalty, cooperation, and cheerfulness. Initiative is rated high and the student is encouraged in every way possible to do his own planning. Only those enrolled for Shorthand and Typing IV are eligible, and of this group only those are encouraged to enter who have shown some special aptitude, because, to qualify, the student must have done creditable work in both shorthand and typing and must have decided, in so far as he is able, to follow this line of work as a vocation. In other words, while those permitted to elect this subject are not entirely a selective group, they are such to a great extent, because, in the last analysis, it is a case of the survival of the fittest.

Two periods a day are assigned on the program, but students who wish to do so and who have the available time are encouraged to take additional periods. By wise planning and a careful distribution of the student's time, someone is always in the department to finish work, to accept incoming work, and to start new work. No teacher is present during these extra periods, which gives the student an opportunity to depend upon his own resources and thus develop such initiative as he may naturally possess.

At the beginning of each period, unfinished work is laid out in the place assigned for that purpose. The student who takes over a job receives his instructions, where necessary, from the student who previously worked on the project. No instructions are given if the work is simple or self-explanatory, the incoming student being expected to carry on the project from the stage at which he finds it. Thus he is taught to observe what has been done,

ENGLISH DEPARTMENT

Date Rec.	Date Wanted	Name of Teacher	Short Stencil	Long Stencil	No. of Copies	Ditto

ONE OF THE OFFICE TRAINING FORMS USED BY MISS MEEHAN

as well as to look for and to find new tasks to perform. The amount of work done speaks for itself at the end of each period.

During the two allotted periods, the instructor is in charge. It is at this time that the correspondence from the administrators is taken care of, the absent list for the attendance office is typed, publicity work for the school is prepared, and all special projects are started. When the project is the preparation of tests or other matters of a confidential nature, great care is exercised to emphasize the importance of the trust implied.

The office practice periods are arranged so that the morning mail will have been delivered and read before the student presents himself for dictation. Daily dictation is given by the assistant principal, the dean of the girls, and the athletic director, as well as other members of the faculty. The dictation is given at the beginning of the first period, which leaves approximately a period and a half for transcription, ample time when a normal amount of dictation has been given. The student understands, however, that when an emergency arises he must finish his transcription during another period or in overtime work, unless he has the special permission of the dictator to carry over unfinished work to the next day. The possibility of such overtime is carefully explained at the beginning of the course and the students are expected to make provision to meet the situation. Assignments are made six weeks in advance.

Each Student Performs All Duties

Each of the various duties come to every student in turn. The student is expected to consult the schedule and to present himself for his particular duty on the specified date without being told to do so, thus again placing the responsibility where it belongs—on the student. In the absence of a student, another acts as substitute. A deep sense of responsibility, a real zest for work, and a keen desire to excel seem to be awakened by the fact that real office work is being done under conditions resembling as nearly as possible those in an actual office. Only creditable work is accepted.

In addition to the daily correspondence and the preparation of tests, much of the school's clerical work is done in the office training class, which results in the students' receiving a thorough training in the operation of various office machines. Wherever possible, the student is

SPECIAL ASSIGNMENTS

For the Week Beginning.....

ATTENDANCE CLERK
.....

DICTATION
Assistant Principal
Dean of Girls.....
Athletic Director

OFFICE MANAGER
.....

CHECKING CLERKS
.....
.....

ASSEMBLING CLERKS
.....
.....

MIMEOGRAPH OPERATOR
.....

DITTO OPERATOR
.....

SUPPLY CLERK
.....

ATTENDANCE OFFICE
.....

ASSISTANT
.....
.....

permitted to follow each step through successively from the beginning to the final delivery of the completed job. At first he works under careful supervision, but with the attainment of the desired proficiency, he is allowed to accept new work, to plan it, and, without supervision or direction, to carry it through to the finished product.

In the weekly assignment sheet illustrated above, one or more of the items may need a word of explanation as they are adapted especially to the needs of our own school. The attendance clerk types the absent list each day after roll call. The supply clerk keeps the supply cabinet properly filled and in good order, so that no one is delayed in his work because of the necessary supplies not being on hand. The office manager accepts new work, takes directions if given, and makes the necessary entry, in a book kept for that purpose, of the charge to the department for which the work is done. This record is later turned over to the budget clerk for use as a basis for the

ensuing year's budget. Under the supervision of the instructor, the office manager also distributes work to the members of the office force and assists in the supervision of the work being done by the students. He is also responsible for the neatness and orderliness of the department. As there are usually several students who repeat this course without credit, the assignment of office manager is generally given to one of these postgraduates. This is particularly true at the beginning of the semester. The office assistant carries one of the most desirable assignments in the eyes of the

students, because in this position he is in a real office and is allowed to assume a great deal of responsibility.

When our students go out from this office training department, we feel that they are socially and economically prepared to meet the responsibilities awaiting them, for in this course they have been daily and hourly called upon to exercise and develop whatever they may have of initiative, judgment, tact, loyalty, poise, courtesy. Their reward? More than mere grades—experience, that almost indispensable requirement in the securing of a position.

Discussion of

"Traditional Shorthand Teaching Methods"

WRITING in the February issue (pages 296-298), Louis A. Leslie analyzed traditional shorthand methods and in his conclusion stated that:

The amanuensis in training needs only simple drill, but he needs plenty of it. What little shorthand theory is to be given should be merely the inevitable concomitant of the drill work. If the pupil is given the quantity of drill work he should have, the theory will take care of itself. The useful principles of theory will be repeated so frequently that the student cannot, if he would, fail to learn them. The infrequently used principles of shorthand theory, coming so seldom, will not, perhaps, become entirely automatic; but if they occur too infrequently to become automatic, they will occur so infrequently that the student's lack of skill in the use of those principles will not handicap him.

We are pleased to publish a further comment on the teaching of shorthand by Guy G. George, an expert shorthand teacher, who for many years has been training superior writers.

GUY G. GEORGE

Assistant Professor of Commerce, State Teachers College, San Jose, California

MAY not direct-method teachers regard the development of what I shall call executional skill as an incidental matter?

I realize that a writing approach can be used with the direct method as well as with the so-called traditional method. It is also no doubt

true that executional skill is frequently not attained by the traditional method.

The traditional method, however, with its emphasis on a rule, followed by many applications of the rule, is well adapted to the development of a high degree of writing skill. Such skill may not be attained unless the teacher is conscious of the desirability of attaining a high degree of executional skill; and unless the teacher is able to demonstrate how to write with speed, accuracy, and beauty of outline. At least, this is my opinion, based upon experience and observation.

At the same time, the direct method, if I interpret it rightly, by placing emphasis upon reading ability or upon writing whole sentences or paragraphs, may easily slight the development of executional skill. In fact, I assume that many would contend that executional skill should not be emphasized. Others may hope or expect that a sufficient degree of writing skill will be developed incidentally.

Let me make a few assumptions as the basis of my argument. First, the final test of practical writing ability is the ability to read what has been written. Second, a reasonably high degree of writing skill greatly facilitates reading and transcribing. Third, a great deal of personal satisfaction and, perhaps, character training result from the experience of learning to do a thing well and beautifully.

All writers of shorthand have doubtless had the experience of occasionally running into a stone wall, so to speak, when transcribing notes taken from actual dictation. I can agree that one may "get by" with wretchedly written long-hand, but when the execution of shorthand is not fundamentally accurate, the writer cannot

even read his own notes. My first point, then, is this: To assure ability to read shorthand notes, a relatively high degree of executional skill in writing is required.

I think all who have had practical experience will also readily agree that the reading and transcribing rate is highly dependent upon the degree of writing skill which has been attained. While I may lean too far in this direction, I think the more nearly the writer approaches "plate" shorthand in writing, the more rapid and accurate he will be in transcribing.

It would be too much to expect unanimous agreement on my third assumption. I know many who can get no particular satisfaction out of beautiful longhand or shorthand, or, for that matter, other useful tools. Such things are regarded merely as a means to an end. It gets you there, whether it is a "heap" or a Rolls-Royce. I am sorry for these people. I have known some whose opinion was based, I fear, upon rationalization rather than upon reason. I have even known some who appeared to take pride in the wretchedness of their skill in writing. But it is hopeless to try to develop a love of the beautiful by argument.

My contention is this: Whatever method of teaching shorthand may be used, it is essential or desirable, or both, that a high degree of executional skill be attained by the pupil. I am fearful that teachers using the direct method may ignore this fundamental fact even more than it has been ignored.

Further, I think executional skill cannot be acquired merely incidentally. Do pupils learn to write "plate" shorthand by reading "plate" shorthand? You know they do not. Do they learn to write well by seeing an expert write? Not necessarily. How do you account for all the "dubs" in the various sports if observation of skill results in skill?

Writing skill depends upon the formation of writing habits. Can correct writing habits, involving size, curvature, slant, proportion, and joinings, be developed incidentally—without conscious attention upon these things, and drill? I think not.

Formal drill, doubtless, should be meaningful and limited in amount. There is also the danger of making the writer conscious of *how* he is writing, rather than of *what* he is writing. While I admit these points, I maintain that a pupil needs to be shown how to execute accurate strokes with ease and speed; and, within reason, to be drilled toward the acquisition of correct habits. Obviously, there is only one person to whom we may look for this instruction and drill guidance—the teacher. If my contention is right, comment on a teacher who cannot or will not show the pupil *how* and who cannot or will not direct him in the formation of right habits is superfluous.

Can Consumer Education Be Taught to High School Pupils?

By KENNETH B. HAAS

High School, Kearny, New Jersey

WE have heard many, many times in the past few years that the old secondary school subjects have not been offering sufficient equipment to enable youths to deal with present conditions.

Laymen and educators alike are grumbling that Latin and algebra and all the rest of the traditional subjects are crumbling. Yet we ram and cram these subjects down the throats of millions of our boys and girls at the cost of billions of dollars.

Our best thinkers believe that the major studies of youth should be in the social and economic fields. This belief is at least one generation old in the United States; it has been practiced for over a century in Denmark. In the latter country, realism, not tradition, guides curriculum content.

Chancellor Chase of New York University has said: "Whatever else secondary education ought to be doing it certainly must give students some comprehension of the kind of world they live in today and a sense of values with respect to that world."

Is our present economic blight partly due to the fact that our citizens barely know how to buy or how to invest? Even though our citizens have been "through" high school or college, the chances are remote that they have had any instruction in a certain art which is necessary for everyone's existence, that of being a consumer.

As a nation we consume billions of dollars' worth of commodities. Yet only 3 per cent of high school pupils are studying political economics and only 15 per cent are studying home economics. There are only one or two university courses in consumer economics in the whole nation. Is it any wonder that we have an economic foginess of mind?

Those of us who were reared and educated in the East were probably taught that life consisted of nine things: working, working, working, producing, producing, producing, saving, saving, saving. Is it not time that parents and educators modified that philosophy of life? The economic world, economic thought, and economic philosophy seem to be undergoing this modification.

Heretofore, the economic world has concentrated on producing and conserving. Now it is

Note: See THE BUSINESS EDUCATION WORLD, March, 1934, pp. 365-367, "The Forgotten Consumer," by Ray G. Price.

realized that production and conservation are not in themselves all sufficient. Something in addition to production, efficiency, and thrift is essential to economic well-being, economic happiness.

Until four or five years ago most of us tried to practice hard work and thrift. Since then, some of us have asked ourselves if mere production and saving were to be the be-all and end-all of mankind. Some of us have said: No; production and thrift are not an end in themselves, but must be regarded as merely a means to a larger, broader, bigger, worthier end.

Pupils will usually welcome something new if it is well and adequately taught. The writer is meeting a group of high school pupils in the evening for two hours, once a week, to study on a mutual basis a course we call Consumer Economics. The time allotted to this subject during regular school hours merely whetted the appetite for more. Strangely enough, the pupils themselves suggested an evening class, chose the topics to be discussed and secured the use of the town library auditorium as a meeting place. Such an interest in consumption and distribution problems when offered and fostered does not check with the statements of the "stand-patters." And the class grows with each meeting.

Outline of Subjects Discussed

What is discussed at these evening meetings? Here is a bare, topical outline of the subject matter:

1. How habits and instincts affect our buying.
2. How our buying is "conditioned" by advertising, salesmanship, propaganda, slogans, pressure.
3. How culture influences our buying.
4. Balanced consumption.
5. Waste in distribution and consumption.
6. The price system.
7. The distribution of income.
8. Standards of living.
9. Scales of living.
10. How tariffs and taxes affect the consumer.
11. Reliability of brands, trade-marks, and labels.
12. How to buy on grades and specifications.
13. Testing laboratories.
14. How to buy food.
15. How to buy shelter.
16. How to buy clothing.
17. Buying cosmetics, autos, refrigerators, etc.

This separate instruction is meeting with much greater success than when similar elements were combined with other business-social subject classes. There is a real, genuine will to learn. There are no study assignments. The pupils clamor for additional information.

Indeed their teacher has a difficult time supplying all their demands.

Another encouraging factor is the number of pupils who bring their parents. They, too, like the subject matter and become regular pupils, looking forward keenly to the next meeting night. Is it not time that the schools become aware of the extremely poor preparation for life's problems that they are providing?

• • •

California State Conference on Business Education

THE basic value of integrity in all business dealings should be a cardinal objective of commercial teachers in their instruction. This suggestion was made March 24 by Dr. Paul Cadman of the University of California to more than two hundred teachers attending a state conference on business education at The Californian at Fresno. His subject was "The Nation's Debt and the Recovery Program, A Dilemma."

Mrs. Olive L. Longsdorf, president of the Central Section of the California Teachers Association, and instructor in the Merced Union High School, introduced the speakers.

"The reconstruction of secondary education in California," said Walter R. Hepner, chief of the state division of secondary education, "is essentially concerned with consideration of those activities which have life preparedness values. The things the youngster really can get in school and keep are mastery of mental techniques, a code of ethics, social intelligence, and ability and will to contribute to social progress."

Other speakers were Dr. Richard E. Rutledge, principal of the Merritt School of Business, Oakland, and Alfred Sorenson, head of commerce at University High School, Oakland, who outlined what is happening to business education in Oakland; Dr. Ben Haynes, professor of business education at the University of Southern California, Los Angeles, who reviewed what is happening in teacher training for business teachers; and Oscar B. Paulsen of the Hayward High School, who described business education progress in Hayward.

John W. Edgemond, supervisor of commercial education in the Oakland schools, presided.—*Frances Effinger Raymond.*

Common Sense in Typewriting¹

Most of Us Think We Employ It, But Do We?

By HAROLD H. SMITH

Assistant Editor, The Gregg Publishing Company, New York City

OUR NEED: Common sense!—"Sound judgment; native, practical intelligence." (So says Webster.) Perhaps most of us think we employ it in our typing instruction; but what an assortment of conflicting theories and practices we witness! We can only pray for even more common sense in our attempt to see the light.

Looking backward, common sense tells us that we could have saved some of the fifteen to twenty years it required for the all-finger method to gain acceptance among typing teachers after Frank McGurrian, the first speed expert (1878), and later Mrs. M. V. Longley, the first educator, introduced it in Cincinnati in 1881-1882.

Common sense and a little of the straight thinking usually associated with it would have saved *some* of the ten to twenty years that elapsed between Griffin's, Hickox's, and Torrey's espousal of the 100 per cent "touch" idea for all students and its general acceptance in American classrooms. Abroad the lag is from 50 per cent to 100 per cent greater. Did not Lahy² publish as recently as 1924 a "research study" questioning the all-finger method for many practical typists?

Many Obstacles in Our Way

We wonder that the early proponents of these relatively obvious basic improvements in typewriting spoke in uncertain tones. They were not sure that such ideas might not prove to be fads, or, at best, of practical value only to the few who could hope to become superexperts. There was even then a mass of teaching notions and traditions that served only to confuse their thinking processes.

Yet today the situation is even more complicated. The literature of educational psychology and pedagogy has been combed to discover theories and conclusions that could be transplanted into our own field. This has

¹ An address delivered before the Cincinnati meeting of the National Commercial Teachers Federation, December 29, 1933.

² Lahy, J. M., "Motion Study in Typewriting," International Labour Office, Geneva, 1924.



HAROLD H. SMITH

been done in many cases without too great regard for the fine shades of meaning of the words and ideas that have been employed.

In many instances we have not distinguished between knowledge and skill; between the pace or rate quality of every skillful thought and motion, and speed as it is used in the sense of a measure of quantity or output resulting from such skillful operations. Lacking personal typing skill themselves, some critics accept one of the popular definitions of *rhythm*, and then attempt to ridicule rhythm and prove its fallacy. Others become enamored of some single "method"—for example, the direct method, the contract method, the project method, the part-versus-the-whole method—and devote themselves zealously to preparing a case for the method that has their favor, often justifying it with spectacular, if only approximately scientific, procedures.

In our own field there has been much psychological and pedagogical research, largely for the avowed purpose of questioning or eliminating certain teaching methods and de-

vices. Too many of these researches have led us expectantly up to the heights overlooking the promised land of new discoveries and methods, only to leave us standing on the brink of the precipice with a solid veil of darkness ahead.

Let us examine a few of these problems and attempt to penetrate that veil.

Three Popular Methods Examined

Common sense indicates, as Professor Morrison tells us, that the direct method is the most efficient. Morrison carefully distinguishes between the various kinds of direct methods, but not so, many of those who *think* they follow him. The common sense advice to the direct methodist therefore is: Use your dictionary, and read Morrison very, very carefully. Be sure your method is *direct* with respect to the specific and desirable aim. Weigh your words; test your theories; and, above all, do not commit yourself publicly before exhausting your common sense.

Common sense immediately identifies many of the characteristics of this method, at least as it has evolved in the few typing classrooms that have tried to use it, as traditional in typing texts and classrooms. The method is not really "new" after all, and common sense dictates its use where it will accomplish results.

Common sense and the authorities, if they are heeded, teach that this method cannot be utilized until the student has achieved a certain mastery of the tools to be used in the project—in this case, a mastery not so much of the typewriter as of his own mind and hands. Common sense, you say? Certainly, for the project method has its place, too, though not by any means an exclusive one, in typing.

And *mastery*—what is it in typing? Is it a mastery of something concrete, such as the keyboard; or of something abstract, such as accuracy and rhythm; or is it a mastery of the mental and manual operations which constitute the skills that must be learned? Again, do we ever achieve absolute mastery? Once more, common sense comes to the rescue.

The time and motion studies that have been made by industrial engineers in connection with their investigations of operations demanding skill and their subsequent training of skillful workers give a clear and safe lead as to the future direction of our own efforts in the typing field. They have developed the

use of the stop watch, the motion picture and the simo chart to a degree not only practically unknown among typing teachers but probably beyond what we shall be able to accomplish in the next quarter of a century. These and other devices, it should be mentioned in passing, they have used as *means to an end*—not as ends in themselves.

We utter this caution because a widespread misunderstanding has resulted in the rejection of the use of the stop watch, in fact, of any kind of watch, in many typing classrooms. Many teachers have seen the watch misused. Instead of using common sense to discover its true merits, they have blindly fallen back upon the traditional prejudice against "speed" and consequently have neglected one of the greatest means of motivating students, of studying and of improving typing skills.

Right and Wrong Use of Motion Picture

The motion picture has already been used for research in typing techniques, and there is no doubt of its appeal to the popular fancy. If the motion picture is to serve its true mission, it is vital that its functions and its limitations shall be recognized. If it is used as a means of discovering "right motions" and the "standard speeds" of these motions, as exemplified by experts, we shall enrich our knowledge of what the typist should learn and we shall then, and not until then, be in a position to develop efficient methods of using the motion picture as a teaching device.

If, on the other hand, the motion picture is to be used merely to record chance motions made at less than standard speeds by improperly trained typists, we shall discover only half-truths and dangerous facts. Inevitably, the possibly over optimistic and misguided reports based on these half-truths will bewilder, if they do not actually mislead, those who come after us.

By all means, let us use every available tool to advance our knowledge and our teaching results; but let us not forget the fate of the wall chart, of the perfect copy, of repetition drill, of the speed test, of the phonograph, of tapping techniques, and of the many other excellent devices because they were treated as fads, as cure-alls, as ends in themselves rather than as means to an end. Let me emphasize it: Not one of these devices is without transcendent value if properly used!

Gilbreth's Seven Principles

Common sense demands that we cease our hickering over *methods* until we know more about the nature of our *objectives*, the skills we must develop. Common sense in using the experience of the time-and-motion-study engineers will teach us that the late Frank Gilbreth was undeniably right in the following statements:

1. The motions are the elements to be considered in learning to perform any activity.
2. Right motions must be insisted upon from the beginner's first day at work.
3. Right motions do not lie in the consecutive actions of any one person performing the activity, unless he has been specially taught the standard method.
4. Fast motions are different from slow motions.
5. Standard speed of motions must be insisted upon from the learner's beginning on his first day, if least waste of learning is the first consideration.
6. Right motions at standard speed produce right quality.
7. The best learning process consists of producing right motions at the standard speed in accordance with the laws of habit formation.

If put to a vote, these seven principles, or most of them, would carry unanimously among typing teachers; but so also would the principles of "accuracy first," meaning accuracy of typed copy; "never permit an exception to occur," meaning never permit the student to make an error of typed result. Yet both these principles are diametrically opposed to Gilbreth's group.

Do We Speak Words As Parrots?

Dr. Francis E. Peterson, of Teachers College, Columbia University, concluded, after studying the results of a questionnaire sent to 551 teachers in twenty-five colleges and universities, that "teachers have acquired the vocabulary of various trends and movements in education but have failed to gain a deeper understanding of the philosophy which underlies them."

There is danger that we speak words as parrots, without sensing their meanings. Do we not adjure students to "use the correct touch," and leave it at that; when, in fact, we should demonstrate what "correct touch" is, and drill and drill and drill students in using it? Is not "correct touch" really "right mo-

tion at standard speed?" Does not common sense justify special drills and practice methods that insure the learning of correct touch?

Such a common sense treatment should help us to reduce greatly the tremendous waste of time and energy now spent in argument and experimentation as to the value of the sentence method, the whole method, and so on. To think and plan and teach in terms of the matter practiced, or the situation faced, rather than in terms of what it is the student *does* and *must do* in learning to type, is a procedure totally lacking in common sense. True enough, the pupil types letters, words, sentences, or paragraphs; but common sense discerns that the things he *does* are the things he *learns*, and the things he *improves* and *fixes* as habits are the responses he makes, outwardly the *motions* he makes. Hence, the "technique first" philosophy has every reason on its side.

Common sense, therefore, decrees that the teacher has not mastered the subject matter of typing, and hence cannot possibly teach it in the sense of actually directing the learning activities of students, unless he knows each and every one of the *responses* and *motions* required for skillful typing. These include, to cite just a few, the typist's control of the will-to-learn and the will-to-respond, his control of the necessary emotional attitudes and of mind-set, of conflicting skills, of his power to inhibit undesirable thoughts and acts, and his control over his responses when, for any reason, he begins to falter. We can unanimously agree that no college degree, no lectures, no texts, no license to teach, and no second-hand information, even if it were approximately accurate, can fill these voids of personal experience—of common sense. Let us individually strive to raise our typing teacher standards to the level required in every other vocational education field.

I have often ventured the statement that, in view of our lack of knowledge of what it is the student ought to learn, and what it is he does learn, most students would acquire a higher degree of typing skill more quickly if they were allowed to omit many of the isolated letter and word drills from their practice work. I have often said that such students should hasten through the very minimum of isolated letter, word, and sentence practice, and get down as soon as possible to paragraph work done under a regular practice and time schedule.

(To be concluded)

Grading Typing Accuracy by Net Speeds

By DELLA A. YOUNG

Department of Secretarial Science, Montana State College, Bozeman

FOR several years I have been trying to find a basis for grading accuracy in typing so that a grade given in any one year would have exactly the same meaning as the same grade given two, three, or even ten years previous. The following article, which gives some of the results of my experimentation, is confined to the grading of accuracy in 15-minute speed tests, depending on the average net speeds made by the students.

Grading on a certain number of errors, regardless of the speed at which the errors were made, seemed too lenient for the high speeds and too severe for the low speeds. Consequently, I assembled the available data on the speed and accuracy records of all students in our typing classes for several years past and then continued to add to the data for two more years.

The findings have been classified in Table 1 to show the average errors and the average net speed of every 15-minute speed test taken by each student. Data on 802 cases have been assembled, covering five school years and the fall term of 1933. The net speeds are grouped as follows: 10-19, 20-29, 30-39, 40-49, 50-59, 60-69, and 70-79 net words a minute. In the tables that follow, the average errors of every student have been tabulated under these groupings, omitting the 10-19 grouping, because beginning students are not given 15-minute speed tests in the fall term; also omitting the 70-79



DELLA A. YOUNG

grouping, because the data obtained were insufficient. This left 789 cases.

These results indicate that the students writing at the higher speeds write more accurately and so, perhaps, have been overgraded in accuracy, while those writing at the lower speeds have been undergraded. In addition, it will be seen by reading across from left to right that, in general, the students in each level of speed were less accurate in the spring terms. The exceptions are in the lowest level of speed, where the winter and the spring terms show more accuracy than the fall, and in the 50-59 grouping, where the winter and the fall terms show the same accuracy.

Two years ago, when this tendency became evident, every effort was made in teaching to increase accuracy in the winter and the spring terms. The yearly data since then (not given here) show a noticeable general improvement in the winter terms, but so far none in the spring. The number of cases of improvement in the winter terms, however, has not yet been enough to lower the final average for each speed. The final average for each speed group-

TABLE 1

AVERAGE ERRORS MADE BY 789 STUDENTS (FIVE SCHOOL YEARS PLUS THE FALL TERM OF 1933) GROUPED ACCORDING TO NET-SPEED RANGES OF TEN WORDS

Net Speed	Total Students	Average Errors Made Each Term			Average Errors for All Three Terms
		Fall Terms	Winter Terms	Spring Terms	
60-69	45	7	9	10	8.6 or 9
50-59	172	9	9	11	9.6 or 10
40-49	295	10	12	13	11.6 or 12
30-39	306	12	14	15	13.6 or 14
20-29	71	19	15	15	16.3 or 16

ing may be used as the average number of errors made by a student writing at a net speed within the speed range given.

In order to grade the accuracy, the median was found for the errors in each speed range, and the errors placed on a grading scale. A represents a percentage of 90-100; B, 80-89; C, 70-79; D, 60-69; and F, below 60.

In Table 2, the average errors have been placed on a grading basis where 50 per cent of the students in each speed range receive a C grade. In each grouping, the median was found, showing the first and third quartile and the spread.

Table 3 has been worked out in the same way, but on a basis of 40 per cent of the stu-

dents in each grouping receiving a C grade. In this case, therefore, there are fewer C grades and more A's, B's, D's, and F's.

The 60-69 grouping does not show the diminishing number of errors that might be expected, since the other four groups show this tendency.

I realize that this classification of 789 cases does not prove conclusively that these averages could be used as a standard, but it does show a trend, and so I have described the results of my tabulation of the records made by our students in the hope that I might learn of and profit from the experiences of others who are interested in this method of grading typewriting accuracy.

TABLE 2
GRADING OF ERRORS WITH 50 PER CENT RECEIVING C GRADE

Grade	Net Speed				
	20-29	30-39	40-49	50-59	60-69
A	7 and less	7 and less	5 and less	5 and less	3 and less
B	8-10	8-10	6- 8	6- 7	4- 6
C	11-17	11-16	9-14	8-10	7-11
D	18-19	17-19	10-17	11-14	12-14
F	20 and up	20 and up	18 and up	15 and up	15 and up
Q1	11.3	10.1	8.6	7	6.2
M	14.0	13.1	11.7	8.9	8.6
Q3	16.7	16.2	14.8	10.9	11.1

TABLE 3
GRADING OF ERRORS WITH 40 PER CENT RECEIVING C GRADE

Grade	Net Speed				
	20-29	30-39	40-49	50-59	60-69
A	10 and less	9 and less	7 and less	4 and less	5 and less
B	11-12	10-11	8- 9	5- 6	6- 7
C	13-16	12-14	10-14	7-10	8-10
D	17-18	15-16	15-16	11-12	11
E	19 and up	17 and up	17 and up	13 and up	12 and up

Next month, George L. Hossfield, World's Champion Typist, gives "A Tip or Two for Typists."

Editorial Comment

FREDERICK G. NICHOLS, in a thought-provoking address before the general assembly of the Eastern Commercial Teachers Association in Boston, challenged our profession to clarify fundamental issues with regard to preemployment business training.

In a frank manner, which undeniably evoked the interest of his listeners, he set forth five contradictory points of view now held with respect to commercial education and warned that, unless the leaders in commercial education adopted and held to one tenable position, "commercial education soon would be in total eclipse for sheer lack of distinguishing characteristics and objectives." The major portion of Mr. Nichols' address appears in this issue. In it he discusses at length the point of view held by some that:

There is no longer need for vocational business education on the high-school level, but existing vocational commercial subjects should be retained because of their personal-use values. Everyone should write shorthand and operate the typewriter, is the way the argument runs.

In his comments he exclaims:

"Just think of it! Butchers, bakers, and candlestick makers who cannot write shorthand! Policemen, firemen, and janitors who have not this personal accomplishment! Surely, teachers who have overlooked this great need have much to answer for. But what is much more disconcerting is the startling 'established fact' that anyone above the moronic level of intelligence can learn shorthand if properly taught. Shorthand teachers must have classes packed with morons; if not, they are shamefully inefficient teachers."

[It seems to us that Mr. Nichols interprets too narrowly a figure of speech in the statement to which he refers. "Butchers, bakers, and candlestick makers" is an ancient rhythmic expression that comprehends the whole range of persons engaged in "trade"—or, as we might say today, "business!"]

If we start with the premise that the present discussion regarding the possible over-enrollment in shorthand classes has to do with classes offered in the eleventh and twelfth years, the situation will be clarified. Eleventh- and twelfth-year pupils, whether they are destined to be butchers, bakers, and candlestick makers, or policemen, firemen, and janitors, or are to follow any other occupation not in-

cluded in the "white collar" classification, have at least sufficient intelligence to enable them to complete ten years of schooling. They are also carrying a school program which includes certain essential subjects, such as English, history, and mathematics.

If shorthand classes are growing in enrollment in spite of the efforts of counselors to limit it to the stenographic replacement needs of the country, it should be borne in mind that a one-year course in shorthand is but one-sixteenth of the complete high school course. Rather should we not be concerned about the fact that the future policemen, firemen, and janitors are studying algebra, rhetoric, and European history?

It is pertinent to note here that police departments all over the world are offering shorthand courses to the men "on the force," because a policeman is constantly taking notes of crimes and accidents. The average policeman uses his notebook more than his revolver (so we discern what a civilizing influence shorthand is!) and the few notes he has time to make at the scene of the crime or the accident are often the principal evidence when the case comes to court.

In commenting on the statement, "Anyone above the moronic intelligence can learn shorthand if properly taught," Mr. Nichols sarcastically remarks, "Shorthand teachers must have classes packed with morons. If not, they are shamefully inefficient teachers."

It must be remembered that the statement was made with the thought that it was to apply to the learning of shorthand *for personal use* and not for vocational use, also that it referred to those considerably *above* the moronic level of intelligence. The conclusion Mr. Nichols draws is not valid, in our opinion, because neither the subject matter nor the objective of the two courses is the same.

The content of a course in shorthand for personal use would be much simpler than that of the vocational course. For example, in the present vocational course in Gregg Shorthand, 319 brief forms are taught. Not all of these are needed in a personal-use course, because if written on an almost alphabetical level they would be amply brief for the purpose intended. Many of the prefixes and suffixes could also be eliminated. As many of these word forms and phrases are for com-

(Continued on page 603)

Idea Exchange

Edited by HARRIET P. BANKER

To encourage the exchange of helpful ideas, a two-year subscription to the BUSINESS EDUCATION WORLD will be awarded to each teacher whose contribution is accepted by the editor. Contributions should be short, and preferably illustrated.

University High School
University of Minnesota

DEAR MISS BANKER:

Your Idea Exchange has been a source of information and "ideas" for the members of the class in methods and practice teaching in commercial subjects. When I asked them to submit motivation devices for typewriting which they could use later in their own classes, two students, Ida Parry and William Freeburg, showed considerable originality.

I am submitting the ideas of these two students for your consideration.

Yours very truly,

DORIS TYRRELL

Head of Commercial Teacher-
Training Department.

An excellent suggestion, which we pass on to other teacher-training departments. Miss Parry's idea is published below. Mr. Freeburg's idea will appear in a later issue.

Flying Fingers

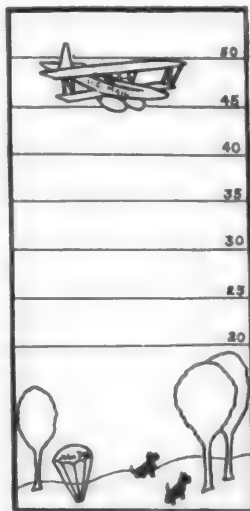
A GAME activity appeals to practically all students and flying seems, especially, to catch their interest in this air-minded age. In the following typing motivation device, the general idea is to let each student make his own airplane and parachute, name the plane, and see how high he can pilot it on the schoolroom chart, which represents the sky, and yet make as few parachute jumps as possible. The distance the student pilots his plane is measured by the speed he attains in his typing speed tests. If a student makes more mistakes than are allowed, he must remove his plane from the chart to show that he lost control, and, by pinning his parachute to the "ground" on the chart, indicate that he had to make a parachute landing.

The materials used are a background, made of blue poster cardboard, 2 x 2½ feet in size; small, orange airplanes about ¾ x 1½ inches each in size; small parachutes of white paper, and the minor decorations as described below.

The airplane may be cut from a magazine and mounted on heavier paper.

The background representing the sky, is divided into seven three-inch horizontal sections to represent the different speed altitudes, leaving enough space at the bottom of the chart for a strip of brown earth, three green trees, and two Scotch terriers that eagerly watch the sky. The speed altitudes should be set to meet the needs of the particular class in which the device is used.

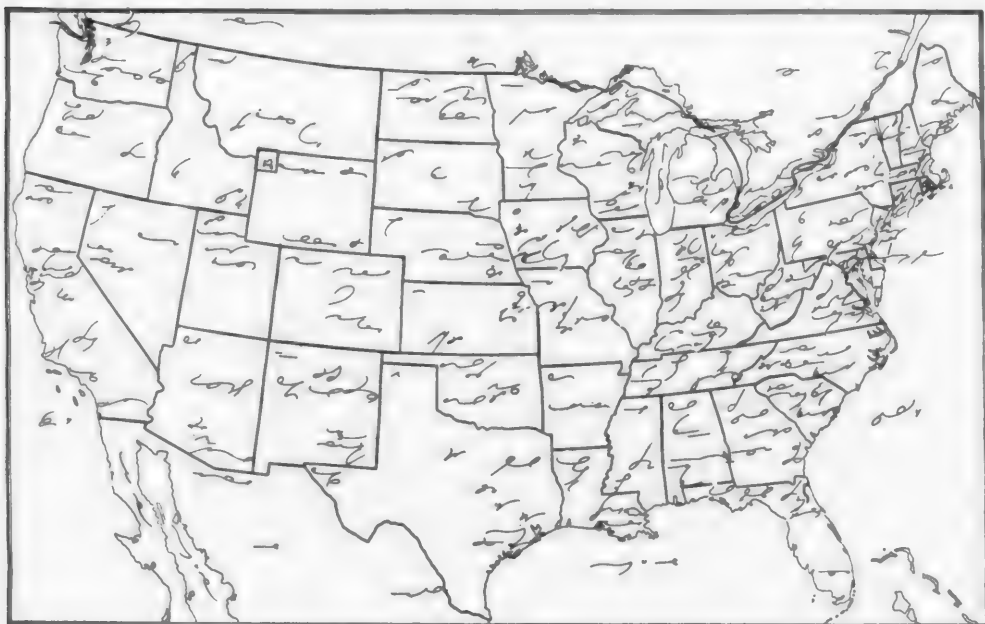
After taking a speed test, the student has the pleasure of recording his speed altitude, or, perchance, the disappointment of making a forced parachute landing, the probable result of which misfortune will be a higher degree of accuracy on subsequent tests.—Ida Parry, Student, Department of Commercial Education, University of Minnesota, Minneapolis.



A Gregg Map

THE accompanying map is but one outcome of the many projects I have used in the teaching of vocabulary building in shorthand theory.

This map is the outgrowth of an attempt to present the names of states, the capitals, and important cities of the United States in visualized form. The method, which is a deviation from the sentence and word-list plan, met with immediate and enthusiastic response from the students because of its novelty, its appeal to individual artistic tastes, and the opportunity it furnished to demonstrate skill in sketching, shorthand penmanship, and color combinations. In place of columns of meaningless words, the students formed a vivid mental picture of each outline, which helps in the necessary memorization and intensifies interest.



A PROJECT IN SHORTHAND VOCABULARY BUILDING
Miss Dickerson's Pupils Visualize Geographical Names

To multiply experiences, a state map surrounded by the border states could be drawn, giving all important cities and towns. This is given practical application through use in dictation. The map work is optional, but interest and competition are so keen that each student usually submits one. As none of the map work is done in class, there is no interference with the regular instruction.

Since shorthand does not readily permit of dramatization, except in certain phases, I started the map plan with some apprehension, but, as one of a series of studies made in an effort to add interest to vocabulary building, it succeeded beyond expectation. It was not only something different, but it allowed students to build on their background of geography and add their knowledge of shorthand.

As recognition beyond the classroom was secured, the realization that their work was appreciated, both as individuals and as a group, made the students feel that their efforts had been truly worth while, and they were more than ever willing to undertake new units with vigor and enthusiasm. Some of the best specimens were exhibited in the school, some were published in the school magazine, a few were displayed at teachers' conventions, and one was even shown at the Eastern Commercial Teachers Association convention in Washington, D. C., in the spring of 1933.—Hildred A. Dickerson, High School, Wilmington, Delaware.

A Sales-Talk Book Review

THE time-worn, often dull, book report in the Junior Business English class may be made entertaining and worth while by transforming the report into a sales talk.

To this end, the class is organized as a book club, each student-member of which is asked to make a report in the form of a sales talk which will present the book assigned to him so interestingly that the other members will wish to "buy" it—that is, read it. An element of competition may be introduced by choosing the best salesman on the basis of the popular demand for a book on which a sales talk has been given.

While the main purpose of the project—the book report—must naturally receive the emphasis, the assignment affords a splendid opportunity for improvement in diction and the development of the students' confidence in their ability to express their ideas in forceful language.

As many of the students will have studied salesmanship, the sales-talk book review offers an opportunity for integration. In our experience, such book reports have produced the best oral English of an entire semester, besides motivating the work in English and making it parallel a real life situation, that in which one recommends a book to a friend.—Jessie H. Coleman, Senior High School, San Jose, California.
(Idea Exchange continued on page 580)

Report of the 37th Annual Convention of the Eastern Commercial Teachers Association

Hotel Statler, Boston, March 28-31

THE "biggest and best ever"—and a most efficiently managed convention—sums up the Boston meeting of the Eastern Commercial Teachers Association. The speakers held strictly to the theme, "Business Education in a Changing Economic and Social Order," and the program was carried out as announced in the March issue of this magazine (pages 403-405).

The officers and committee chairmen who functioned with superior managerial ability were:

President, John F. Robinson; Vice President, Mrs. Frances Doub North; Secretary, Harry I. Good; Treasurer, Arnold M. Lloyd; Editor Yearbook, Catherine F. Nulty.

Committee Chairmen: Program, Atlee L. Percy; Membership, Walter E. Leidner; Publicity, Louis J. Fish; Hospitality, George L. Hoffacker.

Summary of President Robinson's Address

As more than 80 per cent of the earners of the country are workers in industry or business, a liberal education to most people, it seems to me, would be a liberal business education.

A liberal business education would be a well-balanced mixture of three ingredients: knowledge of the laws, rules, and processes by which life is controlled and by which business should be conducted; skill to use that knowledge in some manner useful to society and in such a way as to make it possible to earn a living for oneself and dependents, and to carry one's share of the white man's burden, wisdom.

Statistics show that 65 per cent of business failures are caused by personal inefficiencies,



JOHN F. ROBINSON

FRANCES DOUB NORTH

but I feel that these personal inefficiencies are not due to the lack of skill, neither are they to any great extent due to the lack of knowledge. Certainly the business man knows that overproduction, unfair competition, speculation, hoarding, low wages, are not productive of

that true prosperity for which we strive.

The reason that business men continue to operate under these wrong methods is not that they do not know better, nor that they are not skilled in better ways, but that they lack the wisdom to see that success cannot be brought about by wrong methods, that invariably such methods make some one the "holder of the bag," and while certain individuals may profit, business as a whole—and, therefore, society as a whole—suffers.

So, to knowledge and skill must be added wisdom sufficient to enable one so to live that he is interesting to himself, agreeable to his associates, and acceptable to his Creator.

The charge is often made that we of the commercial schools are placing too much emphasis on the matter of teaching skills. We must go on teaching the skills, paying especial attention to the skill of accuracy, but we must remember at the same time that the real foundation of skill is a thorough knowledge of the laws and rules governing the situation, and that more important than either skill or knowledge is the wisdom to play the game of life in such a manner that good comes to all and not to the few.

New Officers for 1934-1935

The following officers were elected for the ensuing year: *President*, Louis A. Rice, Assistant in Secondary Education, Department of



LOUIS A. RICE
President



MRS. BLANCHE STICKNEY
Vice President



HARRY I. GOOD
Secretary



ARNOLD M. LLOYD
Treasurer

Public Instruction, Trenton, New Jersey; *Vice President*, Mrs. Blanche Stickney, Head, Secretarial Department, Bryant-Stratton College, Providence, Rhode Island; *Secretary*, Harry I. Good, Director of Commercial Education, Buffalo, New York; *Treasurer*, Arnold M. Lloyd, Principal, Banks College, Philadelphia, Pennsylvania; *Executive Committee*: Harry I. Good; W. E. Douglas, President, Goldey College, Wilmington, Delaware; Nathaniel Altholz, Director of Commercial Education, New York City; P. J. Harman, Director, Strayer College, Washington, D. C.; D. D. Lessenberry, Head, Department of Commercial Education, University of Pittsburgh; Alexander S. Massell, Principal, Central School of Business and Arts, New York City; Harold E. Cowan, Head, Commercial Department, High School, Dedham, Massachusetts; *Editor of Yearbook*, Catherine F. Nulty, University of Vermont, Burlington.

Greetings from Louis A. Rice

It is a pleasure for me to extend a word of greeting to members of the Eastern Commercial Teachers Association and to all its friends, through the courtesy of the Editor of the *BUSINESS EDUCATION WORLD*.

The Eastern Commercial Teachers Association is beginning its thirty-eighth year. Its membership is close to two thousand, making it the largest single organization of commercial teachers in the country. It is significant that it gained several hundred members during the past year—the year of greatest depression in education.

The thirty-seventh annual convention, which has just closed, brought to Boston a large group of progressive business teachers. The program was built around the topic "Business Education in a Changing Social and Economic Order," a most challenging subject in these

days of fast-moving trains of events in business and in government. The large attendance at the sessions of the convention evidenced the interest of teachers in the topics scheduled.

For 1934-1935 the officers of the Association wish to do everything within their power to make the organization of greatest benefit to its members.

We can best do this if our members will send us constructive criticisms and suggestions as to the activities of the Association and our convention and yearbook programs.

Our Treasurer, A. M. Lloyd, 1200 Walnut Street, Philadelphia, will be glad to enroll any teacher as a member for the coming year, or for the year just closed (which will reserve your copy of the *Seventh Yearbook*).

We cordially invite every commercial teacher, now, to come to Philadelphia in 1935, when we expect to have not only the largest membership in the history of the Association but the largest convention attendance.

Dr. McNamara Honored

At the Good-fellowship dinner, the closing event of the convention, Dr. Edward J. McNamara, principal of the High School of Commerce, New York City, was awarded the Association's Honor Medal, "as a recognition for outstanding contributions to business education." President Robinson made the presentation on behalf of the Association. This medal is awarded annually. Dr. McNamara is the third educator to be so honored, Dr. John Robert Gregg being the first, and Dr. Paul S. Lomax, the second. Last year Dr. McNamara was presented with a similar medal of honor by the Commercial Education Association of New York City and Vicinity.

Hold to Sound Teaching Principles

"The educational world," said Dr. Payson Smith in his paper, "is full of discussion just now about the duty of the schools to train for a supposed new social and economic order. That might be a less difficult thing to do provided we knew what that new order is to be and likewise provided we knew exactly what kind of an education would provide for it. In the absence of an adequate answer to either question, may we not prudently address ourselves to the task of holding our educational programs to sound principles of teaching, yielding neither to the ultra-conservatism that admits no need of change nor to the super-progressivism which would set us on untried ways."



CATHERINE F. NULTY
Yearbook Editor



P. J. HARMAN
New Director



HAROLD E. COWAN
New Director

Proceedings to Be Published

The complete proceedings of the convention will appear in the Association's Seventh Yearbook, edited by Miss Catherine Nulty. This series of yearbooks represents a major contribution to the literature of commercial education. Our usual procedure will not be followed in reporting the convention this year. Instead of giving our readers fragmentary passages from each of the many excellent addresses, which excerpts, because of their brevity, can neither do justice to the speaker nor be of much value to our readers, we are publishing in this and the June issues the major portion of two of the addresses—one by F. G. Nichols of Harvard University, and the other by H. G. Shields of Chicago.

National Council Meeting

THE first semiannual meeting of the National Council of Business Education, following its organization at Cincinnati last December, was held at Boston the evening of March 20. The resignation of Clay D. Slinker as president of the Council was accepted with deep regret. Mr. Slinker found that other duties made it impossible for him to give to the affairs of the Council the personal attention they deserved. Dr. Paul S. Lomax, vice president of the Council, was elected president and Miss Ray Abrams, principal of the Samuel J. Peters Boys High School of Commerce, New Orleans, was elected vice president.

The dinner session and program was open to all interested in business education. The address of the evening was delivered by Dr. J. C. Wright, assistant commissioner for vocational education, United States Office of Education, Washington, D. C. Dr. Wright spoke

on "Leadership Problems in Business Education as Viewed by the United States Office of Education." Dr. McNamara presented a report of the Council Committee on National Policies in Business Education. The committee listed the following topics, which they considered of sufficient importance to engage the attention of the Council in preparing its program of work.

1. Coordination of the activities of various representative associations of commercial teachers.
2. What should be the major controlling objectives of the different levels of business education?
3. What is the problem of supervision and coordination of business education in city and state school units, and of coordination in the Federal Government?
4. What should be the minimum teacher-certification standards for public school business

teachers? Department heads? City supervisors and directors?

5. What is the problem of the junior college in the field of business education?

6. What is the problem of cooperation with various other national associations interested in business education?

From this list of topics the Council selected as its first task topic three, the problem of direction and supervision and coordination of business education within each state. Mr. Nichols was asked to survey past and present conditions and ascertain what the results from existing direction and supervision have been. Articles are to be written for publication in the general education magazines, and other definite plans devised and put into force, which will present to all the educational administrators of the country the necessity for universal state and city direction and supervision of business education.

The next meeting of the Council will be held in December at Chicago during the National Commercial Teachers Federation convention.



PAUL S. LOMAX

School of Education, New York University

New President of the National Council of
Business Education

High Spots from N. Y. U. Business Education Conference

Held at New York University, March 24, 1934

NEW occupational and social-economic trends, together with their implications for readjustment in business curricula and courses of study, were the keynotes of the main topics at the morning session of the Business Education Conference sponsored by the Department of Business Education and Commercial Teachers' Club of New York University on March 24, in the auditorium of the School of Education, New York City. Dr. Paul S. Lomax, professor of education and chairman of the Business Education Department of the University, served as chairman of the program, which was the result of five previous meetings of the speakers regarding the recent changes in the occupational and social-economic world.

New Occupational Trends

Speaking to an audience which taxed the seating capacity of the large auditorium, Dr. Franklin J. Keller, director of the National Occupational Conference, New York City, in

his address "New Occupational Trends and Their Implications for Readjustment in Business Curricula and Courses of Study" presented the point of view that trends are indeed very fickle. In fact, he said, the only reliable trend is the trend that shows trends to be unreliable. He recommended that business teachers who are interested in readjusting high school education should consider not only trends but also such things as the individual and his job. In addition he suggested that they must cooperate with psychologists in order to find what constitutes fundamental abilities, skills, and interests. "If this is done," he said, "then the problem of what to teach will take on a more human and, at the same time, a more useful appearance and shape; and the youngsters will find the subject matter more palatable and profitable for their own occupational readjustments."

During the course of his thought-provoking address, Dr. Keller also presented a number of key questions which a teacher should tend to consider in evaluating the ever-changing

occupational trends; such as: What jobs should there be in the future? Why do people like to do certain jobs? Why are they able to do them?

He explained that the teacher is faced with the problem of revising the curriculum so that it will provide adequate education and training for life and for the jobs which will exist in the future. Nevertheless, he warned, the teacher must not forget that business and industry are changing constantly. It is hard to predict accurately any of these changes. All one can hope to do is to predict on the basis of present knowledge and past performance and then be ready to adapt his work to occupational changes.

Teacher Should Emphasize General Knowledge and Skills

Incidentally, if by using the best research methods available one can determine clusters of specific abilities and then map them with clusters of jobs requiring such abilities, he can provide training in terms of specific jobs. Because jobs change so much, the teacher should emphasize general knowledges and skills, he suggested.

Dr. Keller showed that such surveys as the one conducted by Leonard Miller at Rockland County, New York, tend to provide desirable information which may help teachers formulate their programs. Rockland County, he said, through the cooperation of its schools, welfare organizations, Boy Scouts, and other community associations, is getting a complete picture of its occupational distribution. Thus, the county will see itself as it is and then see itself as it should be. Obviously, social philosophy, he said, should play a leading part in readjusting and developing educational philosophy.

Dr. Keller also pointed out that information regarding trends may be inadequate because many times it fails to show such things as a break-up of one occupation into a number of closely related occupations, the changes in skills and knowledge in what seems to be a constant occupation, and the like. In addition, he showed that different people interpret information differently. What may seem to one person to be an undesirable situation may be considered desirable to others.

Job-satisfaction is closely related to one's personal interests, he said, even though many things, such as environmental factors, associates, skill, and the like have a certain influence.

New Social-Economic Trends

"Business education can be thought of as on three levels," said Dr. Leverett S. Lyon, executive vice president of the Brookings Institution, Washington, D. C., in his address on the topic, "New Social-Economic Trends and Their Implication for Readjustments in Business Curricula and Courses of Study." "The first level is purely a technical activity; the second is concerned with business administration; and the third is interested in the social importance of business, the social responsibilities of business men, and the place in society which business as a whole occupies. My remarks are directed towards this last level. Business, as society is at present organized, is probably the most significant and the most important of all our social institutions. The task of using society's resources to supply economic goods has been left largely in the hands of business.

"Those of us who are concerned with business education should make those whom we are trying to educate aware of this fact because it opens for them a vision of vocational opportunity much bigger than they would otherwise have. The question is asked, why should business education undertake this responsibility when we have social-studies departments in most of our schools which might give attention to this subject? My answer is twofold.

"First, in the past and still in very large measure the departments of social studies are not doing the task. Rather they have been solidified in a certain traditional mold.

"Second, business is so significant a part of our social arrangements that in its study in the broad sense there is an opportunity to introduce into the secondary schools a kind of education which has never been there before and a kind of cultural education which would be more cultural than any the secondary schools have ever known. Such an education should be designed first and foremost to give an intelligent understanding of the society in which we have to live.

"The two elementary needs in such an education are first, to give an understanding of just what it is that business does,—its organizing function—an enormously complicated and fascinating procedure—second, an understanding of the managerial work of the business man engaged in carrying on this organizing.

"To do this work we will need in the future

to cut the cloth a little more broadly than we have cut it before. What has been happening in the last two years has placed business in a rather different perspective than that which it occupied in prior years. Whether for better or for worse, government is taking very much more direct responsibility for the organization of economic life than it took up to two or three years ago. This means two things, as I see it, for our training in business education.

"First, the old picture with which I used to describe business standing almost alone between the resources of a nation and the goods which were turned out, must be changed. We must shrink the picture of the work of business somewhat and increase the size of the government picture.

"Secondly, we will more and more be thinking in terms of training for the organizational activities of business men. It has already become somewhat difficult for us in Washington to find good stenographic and statistical help, so rapidly have the demands of government grown. Government occupations of one kind or another are going to become increasingly important. (We may sometime in the future all become teachers of political science instead of teachers of business.) It will become of increasing importance that business men have some knowledge of the social meaning of their work, for when business men meet to set up codes they are making social legislation—an extremely responsible duty. They have a social responsibility never given to any group before, except those duly elected by the votes of the people. There is, therefore, a great and growing need for social education.

We Must Plan and Plan Well

Finally, there are a great many people talking about "planning." The word has a great appeal because it sounds like sense. We need to be extremely careful that planning means something. Professor Thomas of the University of Chicago is said to have defined a philosopher as a blind man, blindfolded in a dark room, chasing a black cat that wasn't there. There are a good many planners to whom that definition could well be applied. Obviously it is important to plan. In fact there has been planning since the first man said let us do it *this* way instead of *that* way. But to plan *well*—not merely to object to what is going on—requires a comprehension of our eco-



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LEVERETT S. LYON

nomic system which few have, but which many must have if we are to plan well and preserve a democracy."

Panel Discussion Followed

Two panels of speakers presented their reactions to the addresses of Dr. Keller and Dr. Lyon. The panels consisted of:

John Fiedler, Raymond C. Goodfellow, Alexander S. Massell, Simon J. Jason, Nathaniel Altholz, Edward J. McNamara, Clyde O. Thompson, Seth B. Carkin, John V. Walsh, Louis A. Rice.

A steak dinner at the Hotel Brevoort concluded the program. Frank G. Meredith, president of the New York University Commercial Teachers' Club introduced as toastmaster, Mr. Seth B. Carkin, principal of the Packard School, New York City; Dean John W. Withers of the School of Education welcomed the guests to the gathering. The speaker on the luncheon program was Dr. Fred I. Kent, president of New York University Council, who, from his broad experiences in banking and finance spoke on "New Social Obligations of Business in Relation to Ideals of American Democracy."

The success of the meeting warrants the hope that the Department of Business Education of New York University will make this type of conference an annual event.

1934 Conference of Secondary School Principals of California

Held at Fresno, California, March 26-28

Reported by FRANCES EFFINGER RAYMOND

SETTING a new attendance record, between 425 and 450 principals of California's secondary schools met in Fresno, March 26-28, for their annual conference. Although this is the first time the conference has been based on voluntary attendance, the number present greatly exceeded that at any former session, according to Vierling Kersey, state superintendent of public instruction.

Speakers presented various aspects of the conference theme, which was "The Secondary School Faces the New Day." Walter R. Hepner, chief of the division of secondary education, and Superintendent Kersey gave the opening addresses.

Functions of Principal Are Changing

"Maladjustments developing between the offerings of the secondary school and the needs of the children and society are changing the function of the principal," Mr. Hepner said, in an address on "The Process of Reconstructing the Secondary School Program." "At first, primarily a teacher, the school administrator next became more concerned with organization and management and today is entering a third period in which it is his assignment to serve as the leader of curriculum revision and as a director of learning activities."

Expansion and evolution of the secondary school and the speedy and cataclysmic changes in home, economic, social, moral, political, and occupational life have been the instruments in widening the gap between the school program and the life-preparation needs of children, according to Mr. Hepner.

In re-stating school objectives, Mr. Hepner said, account will be taken of all the children of secondary school age of all the people, not only of the select few whose ambitions and needs have long dominated actual practice. The task, as he outlined it, is to set up a program that to some may bear the aspects of a custodial function, in an effort to take account of children who do not fit the traditional program. "The day of cooperation and neighborliness is upon us and its requirements demand citizens who have outgrown the characteristics of rugged individualists," he

said. "Consequently the secondary school is called upon to do its share in the development of citizens who maintain a critical viewpoint toward the social, political and economic order, which affect him too vitally to be overlooked.

New Social and Educational Frontiers

The power of the classroom teacher to reshape public opinion in educational policy was emphasized by Mr. Kersey in an address on "New Social and Educational Frontiers." The interest of the public as participant in school activities should be substituted for its present apathetic attitude of spectator in the contest over educational policies between a constructive and a destructive group representing about ten per cent of the population.

"In addition to all programs of relief and reconstruction, of food and of educational opportunity," Mr. Kersey said, "America needs an awakened sense of responsibility. Goods, character, and education are not enough. Our people must feel responsibility and must develop a sense of individual integrity.

"Especially shall we view the traditional type of classroom procedure which we call the recitation. The classroom of the reconstructed school will serve as a learning laboratory, and the teacher will serve not as taskmaster, checker, and mark dispenser, but as a cooperative assistant to pupils in their learning activities. Considerable attention will be given to the current artificialities in administration and especially in teaching activities. For example, school marks will receive their due attention. Marks are primarily an administrative device that has developed naturally as a result of mass education. Marks are at best but poor substitutes for a close personal relationship between the teacher and the pupil and between the school and the home. It is probable that some time will elapse before a satisfactory substitute can be developed on any generally wide-spread scale, although splendid experiments are now under way. Relationships with higher schools are still largely involved with marks. In the consideration of artificialities subject boundaries will receive close scrutiny.

"To the degree and to the extent that all

principals and all teachers of whatever subject, activity, or assignment, make their activities functional, eliminate the artificialities, apply the laws of learning, and serve as willing, qualified, and intelligent guides to children's learning, the process of reconstructing the secondary school program will meet with deserved success."

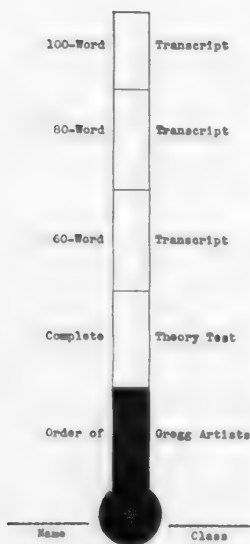
"If the things that students do in school are not meaningful in relation to their goals in life, then their work becomes mere drudgery," stated Dr. Grayson Kefauver, head of the School of Education at Stanford University, when he addressed the Deans and Counselors at a breakfast. Dr. Kefauver emphasized the fact that it is necessary to help students develop a critical social attitude that when they

become more active members in social and economic work, they will be better able to evaluate the problems of their day. He also stressed the fact of the growing importance and extent of leisure time and the importance of teaching the students to enrich their lives with many interests. When leisure time comes to them, as it will in the future, they should have some worthy means of spending it.

The following officers were elected to serve for the new year: J. R. McKillop, principal of the Monterey Union High School (reelected), president; Dr. Ethel Percy Andrus, principal of Lincoln High School, Los Angeles, vice president; Harry G. Hansell, principal of the Continuation High School, San Francisco, secretary-treasurer.

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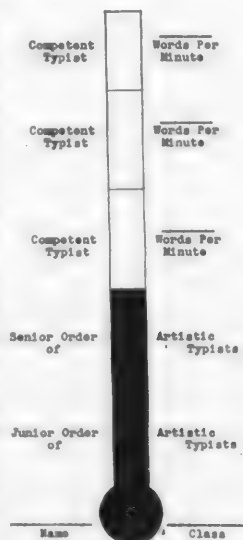
Registering Gregg Writer Awards



TO show her students' progress in attaining Gregg Writer certificates and awards, Mary Frances Hoyt, Elgin, Iowa, uses two thermometers for each student, one for the shorthand awards and one for the typing awards. As each certificate is awarded, the student "raises the temperature" of the proper thermometer by coloring the "mercury" with a red pencil or by pasting on a piece of red paper.

Miss Hoyt has found this plan most helpful in that it visualizes for the student the progress he is making and, by comparison, serves as an incentive to those in the class who are not doing so well.

If you have not tried THE GREGG WRITER certificates, pins, medals, and other awards for motivating your classes in shorthand, typewriting, and transcription, drop a card to the Credentials Department, THE GREGG WRITER, for full particulars.



An Airplane Banquet

THE novelty of an airplane banquet will, I am sure, appeal to young people ever on the alert for some new form of entertainment. The following brief description of a novel banquet may be used by the student committee on entertainment as the central idea which, through their own initiative, they will readily elaborate into an evening's entertainment thoroughly enjoyable in its originality.

The room in which the particular banquet I have in mind was held was fitted up to simulate an airport, thus suggesting a definite connection with aviation. Small airplanes, tinted in the class colors, were used as favors; the menu was appropriately suggestive of the theme; and an airplane—a real one which actually did go—was lent by a leading merchant in the city, to add reality to the scheme.

After the guests had arrived and were seated, the chairman of the entertainment committee announced that the guests of honor and those whose talents were to contribute to the evening's diversion would shortly arrive by plane. Soon, to the astonishment of the assembled guests, the sound of an approaching airplane

was heard in the distance, dimly to be sure, but with ever increasing distinctness. To create these illusions, the ingenuity of the committee of arrangements had brought to their aid a vacuum sweeper, the motor of which in action was a surprisingly good substitute for an airplane motor, and a spotlight, which flashed at intervals and was carefully manoeuvred by those in charge behind the scenes. The results were strikingly effective.

In a little while, the eyes of the chairman and the guests, eagerly and anxiously scanning the "sky," were rewarded by the sight of the approaching plane which, anon, landed in their midst; their ears were filled with the pleasant confusion of laughter and talk as the newcomers were escorted by the ushers to the speakers' table and there welcomed by the reception committee. The toastmaster (chosen from the student body) was introduced and the party was on. May your party be an equally happy one!—*Mary L. Champion, New York City.*



The View on Our Cover

THIS month's cover view shows a portion of the business section of San Francisco—the city by the Golden Gate. The namesake of St. Francis of Assisi and of Sir Francis Drake, San Francisco became a port of first importance to the United States in 1846 when California was made a territory as an outcome of the declaration of war with Mexico. San Francisco has grown from an Indian pueblo to a great cosmopolitan city of over six hundred thousand people, "with a bit of Hongkong in its middle and of Italy on its skirts."

San Francisco owes much of her beauty and charm to her incomparable situation between the ocean and the island-studded bay, with ranges of hills bordering a great part of her horizon.

The city occupies the extreme northern end of a peninsula about 30 miles long and averaging about 15 miles in width. Three sides are lapped by water—the ocean washes the eastern boundary, the Golden Gate and San Francisco Bay the northern, and the Bay the eastern. The Bay—"a land-locked harbor where the navies of the world could ride"—is irregular in shape, about 70 miles long and averaging 10 miles in width. Across the Bay from San Francisco along the eastern shore lie Berkley, Oakland, and Alameda. The terminus of most of the trans-continental trains is the eastern side of the Bay in Oakland and the passengers are transferred by ferry from Oakland to San Francisco. The main gateway to San Francisco from the North and East is its impressive Ferry Building.

Let us start the description of the view on the cover with the triangular building in the lower corner of the cover. This is the Phelan Building, named for one of California's well-known Senators, and, incidentally, the home of the Pacific Coast and Orient office of the Gregg Publishing Company.

The wide street on the right of this building is the famous Market Street, leading directly to the Ferry Building and the docks. The Ferry Building is easily recognized by its clock tower. Looking up Market Street from the Phelan Building the first tall building on the right is the San Francisco Call Building. Just beyond the large rectangular building on the same side of the street is the famous Palace Hotel. The wide skyscraper in the extreme right center of the view is the home of the Pacific Telephone and Telegraph Company. At the left center of the view is a group of new buildings located in the heart of the financial district of San Francisco. Farther down Market Street and close to the Ferry Building are the homes of the various steamship lines and the Southern Pacific Company.

The bit of land showing in the upper right corner of the view is a point of Yerba Buena Island, a marine base and the half-way point in one span of the new San Francisco-Oakland bridge now under construction. The tiny white spot in the Bay at the upper left is a ferry boat plying between San Francisco and Sausalito, a picturesque village on the mainland to the north.

Next month, Baltimore.

O. A. T. Club Award

When a set of O. A. T. papers is received from both junior and senior students, it is the policy of THE GREGG WRITER to make only one club prize award to the student writing the most artistic paper. If the teacher prefers that this prize be awarded in the senior group only, will he please so indicate when submitting his papers.

School News and Personal Notes

THE International Shorthand Congress to be held in Amsterdam in the early part of August has already announced a brilliant group of speakers from many countries. On the list of distinguished European shorthand writers who have promised to contribute addresses, we notice with interest the name of the noted Swedish shorthand author and historian, Colonel Olof Melin. Dr. Gregg will speak on "The Evolution of Shorthand Construction in All Countries."

Any of our readers who are planning to be in Europe in the early part of August will certainly find much that is interesting if they attend the International Shorthand Congress in Amsterdam. If you will send an expression of your interest to the Secretary, Mr. A. E. d'Oliveira, De Lairesestr. 121, Amsterdam, Holland, he will be glad to send you further program announcements, find lodgings for you in Amsterdam, and help you in any other way that he can.

ERNEST W. VEIGEL, JR., for six years business manager of the Rochester Business Institute, was recently made president of the organization. He succeeds Dr. Meyer Jacobstein, who has resigned because of his heavy responsibilities as publisher of the Rochester Evening Journal and the Rochester Sunday American.

Mr. Veigel is a graduate of the University of Rochester and formerly was connected with the local Chamber of Commerce. Roy O. Cook, who will succeed Mr. Veigel as vice president, was for many years principal of Rochester Business Institute.

WILLIAM C. COPE, President of the Drake Colleges of New Jersey, has been designated by President Roosevelt as the neutral member and chairman of the N. R. A. State Adjustment Board for the State of New Jersey. A past district governor of Rotary International, and head of a chain of business schools, Mr. Cope has had the wide civic and educational experience requisite to the successful discharge of the important responsibilities connected with the adjustment of the difficulties arising under the National Recovery Act.

Mr. Cope has been associated with the



Furcick Studios, N. Y.

WILLIAM C. COPE

Drake Schools ever since he came to Newark from the State of Ohio twenty-one years ago. He has been President of Drake College, Newark, New Jersey, since 1926.

JOHN HENRY WALKER, Berkeley, California, has been appointed an educational advisor in the Civilian Conservation Corps. Mr. Walker earned his M.A. in Education at Columbia, and has completed the requirements for a Ph.D. degree at the University of California.

Mr. Walker has been identified with commercial education on the Pacific Coast for many years and is an accomplished writer of Gregg Shorthand.

THE passing of Emory M. Platt, President of the Platt Secretarial School, Manhattan, Kansas, on April 10 is recorded with profound regret. For many years Mr. Platt has been identified with business education in Missouri and Kansas. Many educators knew him best as the proprietor of the Platt Commercial

School, St. Joseph, Missouri, one of the pioneer business schools in the Middle West, now merged with St. Joseph Business University. When the Missouri Valley Commercial Teachers Association was at the zenith of its popularity, Mr. Platt was one of its most valued members.

We extend sincere sympathy to the members of the bereaved family.

MR. JOHN McKECHNIE, Managing Director of the Gregg Schools, Ltd., England, passed away at his home at Harrow on March 26 after a long illness. In the death of John McKechnie, the editor of this magazine has lost a very dear friend, and business education in Great Britain, one of its ablest exponents.

Mr. McKechnie was born in Glasgow, Scotland, on April 26, 1886. Early in life he studied shorthand and became a professional reporter, being connected with the *Glasgow Herald*, the *Daily Mail* (London), and other newspapers. He was not only a very expert shorthand writer, but an able journalist. In addition to this, he became an authority on the teaching of bookkeeping, and a textbook on bookkeeping written by him is widely used in the British Isles.

From reporting, Mr. McKechnie changed to teaching commercial subjects, and was principal of the Yost School in Glasgow when he joined up for the war. He served at the front throughout the war, attaining the rank of staff officer.

When the war ended, he resumed work in an executive capacity with the DeBear Schools, a chain of thirty business schools extending over the British Isles. These schools were purchased by Mr. Gregg in 1922, and renamed the Gregg Schools, and on the death of Mr. DeBear in October, 1924, Mr. McKechnie was made Managing Director. Under his vigorous and capable direction, the schools made great progress.

More than a year ago Mr. McKechnie's health became impaired as the result of a germ infection which was believed to be the result of his wounds during the war, and, although he struggled heroically to overcome the anaemia that resulted, he was unable to withstand the effects of it.

Mr. McKechnie leaves a widow and two young children, Nora, six years of age, and John Gregg McKechnie, four years of age. Our deepest sympathy goes to Mrs. McKechnie in her bereavement.

IT is with sincere regret that we announce the death of Miss Sue C. Devereaux, for many years head of the shorthand theory department of Strayer-Bryant & Stratton College, Baltimore.

Miss Devereaux had been with this institution for 27 years, and had formerly taught in the public schools of her native town, Snow Hill, Maryland. She later took a business training course and fulfilled the usual stenographic duties on completing her training.

She had conducted for many years a very successful methods course in the theory of Gregg Shorthand, and had won all the awards given for shorthand penmanship and presentation. Because of her skill, efficiency, and enthusiasm for Gregg Shorthand, we believe Miss Devereaux was one of the outstanding shorthand teachers of the country. After a brief illness of two or three weeks, death came on February 6, 1934.

DR. JOSEPH C. MYER, dean of the School of Commerce at St. John's University, Brooklyn, died of an infection of the blood stream. He was forty-one years old and had been ill since March 8.

Dr. Myer was born in Newark, N. J., May 15, 1893. He was graduated from Dartmouth College, where he had been leader of the glee club. In 1918 he was commissioned a second lieutenant in the infantry, and when he was mustered out a year later, entered business in New York, also teaching accounting at Pace Institute. He received his certified public accounting certificate in New Jersey in 1925 and in New York a few years later.

In May, 1927, with Dr. Philip A. Brennan and Dr. George W. Matheson, Dr. Myer organized the School of Commerce at St. John's University, and was appointed dean. That autumn the enrollment was 125; in February this year it was more than 1,800. In April, 1928, Dr. Myer founded "The St. John's Analyst," official publication of the school. He received an honorary degree of LL.D. from St. John's in 1931.

Dr. Myer lectured frequently on accounting and possessed a large library on the subject dating back to the first textbook in the field, written by Paccioli in 1494. In 1932 he was president of the Commercial Education Association of New York City and Vicinity. He was author of several standard texts on accounting. We extend our deepest sympathy to his wife, the former Eleanor Schilling.

(Continued on page 603)

Automatic Review Lessons in Gregg Shorthand

(Copyright, 1934, by The Gregg Publishing Company)

To enable the teacher of shorthand theory to concentrate on the review present in each unit of the Gregg Shorthand Manual, the vocabulary of the Manual and of "5,000 Most-Used Shorthand Forms" has been rearranged and is being published here in monthly installments, the first of which appeared in the January issue.

Automatic Review in Chapter V

[The numbers enclosed in parentheses refer to those paragraphs in the Gregg Shorthand Manual that are reviewed]

Par. 112. (11) apply, -ing, -ied, -ies, arise, boy, buy, -ing, comply, -ing, cry, -ing, dry, enjoy, -ing, fly, -ing, fry, good-bye, huge, human, humor, ivory, joy, library, lie, -ing, ounce, outcome, pie, primary, primarily, rye, supply, -ing, toy, try, -ing, uniform, unit, -s, utilize. (12) annoy, -ance, die, dying, height, tie, tiny. (14) annoyance, applies, arise, authorize, -d, boiler, bough, boys, choice, climate, climb, confine, confusion, cow, crime, cute, dine, -ing, drive, -ing, excited, exciting, few, -er, fight, -ing, file, -s, -ing, final, -ly, fine, fire, fuel, funeral, galvanized, guide, join, knife, library, license, mouth, nice, -ly, nicer, noise, oil, oversight, poison, now, pine, pipe, powder, price, -s, -d, primary, primarily, prize, realize, -d, rise, -ing, royal, scout, shine, -ing, shower, sides, sight, sign, -s, -ing, situated, size, -s, -d, soil, spite, style, -s, supplies, tile, tiny, trial, twice, type, -s, unit, -s, utilize, vice, view, -s, vital, voice, voucher, vow, white, wide, wine, wise. (15) applied, complied, enjoyed, graduate, -s, -d, -ing, graduation, nicer, pile, retire, -d, ride, -s, -ing, situated, slide, supplied, tried, tubes. (17) died, mine, minor, tied, tight. (18) choir, plow. (19) crime, cry, -ing, galvanized. (20) climate, climb, graduate, -s, -d, -ing, graduation. (26) excited, graduated, situated. (27) human. (29) outcome. (37) apply, -ing, -ies, -ied, comply, -ing, -ied, plow, price, -s, -d, primary, primarily, prize. (38) blouse, library. (39) fly, -ing, -ies, fry. (41) oversight, uniform. (51) galvanized, license, nicer, poison. (52) prices, sizes. (58) confusion, graduation. (59) authorized, galvanized, hired, priced, realized. (71) humor, powder, retire, -d, tire, -d, voucher. (74) tires. (78) authorize, -d. (80) comply, -ing, -ied, confine, confusion, finally, nicely, primarily. (97) white, wide, wine, wise. (99) choir, twice.

Par. 114. (11) alive. (12) idle, mighty. (14) alive, life, line, -s, -ing, lively, lives, might, mighty, quite. (80) lively.

Par. 115. (11) appoint, -ed, aside, awhile, behind, find, -ing, how, inquire, -d, -ing, inquiry, kind, light, -ed, -ing, mankind, out, outfit, -s, outline, outside, point, -ed, require, -d, -ing, right, side, use, -s, -d, -ing, write, -ing. (12) fortnight, midnight, night. (14) kindness, lighter, midnight, outfit, -s, outline, points, power, -s, rights, writes, writer. (15) thousand, -s, (17) mankind. (59) inquired, lighted, pointed, required, used. (76) lighter, writer. (83) nights. (100) awhile. (112) appoint, -ed, aside, awhile, behind, find, -s, -ing, fortnight, how, inquire, -d, -ing, inquiry, -ies, inside, kind, -s, kindest, kindness, light, -s, -ing, lighted, lighter, mankind, midnight, night, -s, out, outfit, -s, outline, outside, point, -s, -ed, power, -s, require, -s, -d, -ing, right, -s, side, thousand, -s, use, -s, -d, -ing, while, why, wire, -s, -ing, write, -s, -ing, writer.

Par. 116. (11) lightly. (12) nightly. (80) highly, kindly, rightly. (115) kindly, rightly.

Par. 118. (11) poetry. (14) poem, -s, radio. (15) poet, -s, poetry, radio.

Par. 119. (11) via. (14) prior, science, fiat. (17) diet. (37) prior.

Par. 120. (11) aria, area, alias. (12) initiation, mania, pneumonia. (14) alias, cereal, creation, initiation, piano, serial. (15) create, -d, radiator, serial. (17) initiation, mania, radiator. (19) create, -d, creation. (27) pneumonia. (58) creation. (71) radiator. (94) pneumonia.

Par. 121. (11) avenue, duly, theory. (12) amuse, -d, -ing, idea, -s, issue, -s, -d, -ing, quietly. (14) companion, genius, genuine, ideas, ideal, -s, quiet, -ly, renew, -d, renewal, -s, revenue, strenuous, theory, triumph. (15) reduce, -d, -ing. (17) tedious. (19) cruel. (26) suited. (41) overdue. (59) amused, reduced, renewed, suited. (71) arduous. (78) theory. (80) companion, duly, quietly. (98) issues, strenuous. (94) amuse, avenue, companion, genuine, knew, music, new, -s, renew, -d, renewal, -s, revenue, strenuous. (112) quiet, triumph. (114) idea, -s, ideal, -s.

Par. 122. (11) across, advantage, -s, arrange, -d, -ing, arrangement, -s. (12) address, -es, -ed, -ing. (14) arrangements, respect, -s, -ed, -fully, respective, -ly, various. (19) across. (37) opportunity, -ies, please, -s, -d, -ing, progress, -ing, -ive. (55) considers, respects. (58) objection, -s. (59) addressed, arranged, considered, mailed, pleased, respected, wondered. (71) stranger. (80) consider, -ed, -ing, -ation, respectively, strangely. (106) enclose, -d, -ing, enclosure.

Par. 124. (11) alumni, apron. (12) alumni, funny, handsome. (14) budget, million, sunset, sunshine. (19) crown, crush. (20) clutch. (26) auditorium. (37) apron. (88) brown, brush, lumber. (53) handsome, lonesome. (59) jumped, rushed, touched. (67) column, -s, lonesome. (71) summer. (105) bungalow, drunk, rung, sunk, tongue, trunk. (112) alumni, sunshine.

Par. 125. (12) announce, -d. (51) announced. (59) announced. (94) none.

Par. 126. (11) assume, -d, -ing. (37) presume. (51) resume, consume. (59) assumed. (80) consume.

Par. 127. (11) acceptable, apartment, approach, appropriate, approve, -d, available, element, -s, elementary, equipment, example, excitement, experiment, terribly. (12) adorable, amiable, ample, amusement, announcement, attachment. (14) appointment, available, basement, Bible, cable, compliment, -s, element, -s, elementary, enjoyable, enjoyment, equipment, example, excitement, experiment, favorable, honorable, liable, payable, payment, -s, perhaps, permit, -s, -ted, persuade, -d, procession, profession, -al, professor, promise, -s, -d, -ing, provision, -s, reliable, requirement, -s, respectable, sample, -s, simple, simply, sensible, settlement, supplement, table, -s, terrible, terribly, visible. (15) appropriate, miserable, treatment. (18) feeble, garment, -s. (24) desirable. (26) permit.

(Continued on page 586)

Office Supplies and Equipment News

By ARCHIBALD ALAN BOWLE

News gathered from the office supplies and equipment marts of the world, to keep you in touch with new office appliances, systems, and procedures. Descriptive brochures and circulars will be sent you on request. Use the coupon below.

25. "Super-Filer" has all the usual features of a filing cabinet for the office practice class plus several unusual features more easily pictured than described, such as the swing front and the buttonless safety latch, permitting maximum visibility. For use either in the classroom or the school office. Discounts to schools. General Fireproofing Company is the manufacturer.

26. Of intrinsic value in the classroom where papers are constantly being placed on the teacher's desk are the Asco letter trays built up as shown. The Art Steel Company offers these



ILLUSTRATION OF ASCO LETTER TRAYS

trays in lustrous chromium equipped with rubber feet. Particularly suitable for the office equipment room. They can be purchased either in letter or legal sizes.

27. Many schools having stencil duplicating machines would find the automatic interleaving trays, manufactured by Milo Harding Company, most helpful. Slipsheets are sold in book form, 100 sheets to a book.

28. The Automatic Word Counter is now available for attachment to typewriters. It registers words in one of three ways: space-

bar operation, punctuation marks, and return of the carriage. When one of these operations has tripped the counter the other two become inoperative until another word has been written.

29. Transparent Index Tabs are sold in strips and you make your own by cutting the length required. You can slip between the tab any label that you require and attach the adhesive portion to the card or paper. The "skirts" are flexible and bend with the paper. The tabs are known as Rand Makuron Index Tabs.

Other Items of Interest

AN ashtray that may be the cause of your downfall owing to the fact that, although it is an innocent looking receptacle for ashes, it hides a microphone. Shown at the London Business Efficiency Exhibition.

LETTERHEADS by the mile. On continuous rolls with carbon paper for the carbon copy provided. No waste of time arranging and changing sheets—almost perpetual motion.

A NEW use for typewriters. Heidt's Californians put on a good one a while ago. Each member of the orchestra was provided with a Royal typewriter so built that instead of typewriting letters, each musician tinkled a tune which blended with the others into a melodious composition. As usual, the stunt started in the West where so many enjoyable things begin.

A PORTABLE public address system with a double turntable so that as you "fade" from one pick-up you can transfer to another without the slightest interruption. If you are running phonograph records, you can change from one to another without a pause.

OFFICE Appliance companies on the air. Underwood-Elliott Fisher Company speaks through its radio program, "The Voice of America," and through its trade paper advertising shows THE GREGG WRITER among its advertising media.

A HERMETICALLY sealed typewriter ribbon box, air-tight and tamper-proof. To open, you pierce the inner foil cover and tear it off.

A MOST ingenious method for taking out one sheet of carbon paper at a time. Attached to the flap inside the box is a small piece of adhesive material which, when pressed lightly on the top sheet of carbon paper, enables one to lift out of the box one sheet at a time.

A NEW typewriter with a Hebrew keyboard by Hermes.

H EADLINE: "The machine age enters into the judging of art at the National Academy of Design." Each judge pressed a button which electrically recorded his vote. This ingenious device was introduced "so that none of the artists could see how colleagues voted and thus would not be unconsciously influenced," concluded the news item.

S PEEDY secretary to the Civil Service Commission down in Missouri is reported as having suffered a broken wrist because "the bones were unable to keep pace with her flying fingers." And the report continues, "After the wrist was put in splints she went back to work." Ripley, please note.

A WHOLE floor in Chicago's new Merchandise Mart building is given over to equipment for the office. It's like a perpetual "business" show.

A N instrument for measuring thickness of papers to half-thousandths of an inch. It looks like a watch and B. C. Ames Company have made it small enough to fit a vest pocket. Papers are placed between projecting anvils, which are released by a wheel, and the dial registers the thickness of the sheets.

T HE Office Economist, magazine of business ideas for the office, tells us there are 124,800 minutes in 1934 and inquires how we can make more of them count effectively. There's a matter to ponder.

A. A. Bowle, 270 Madison Avenue, New York,
N. Y. (May, 1934)

Please send me, without obligation, further information about the products circled below.

25 26 27 28 29

Name

Address

"180 Times a Year"

I AM a subscriber to the BUSINESS EDUCATION WORLD and the GREGG WRITER, two magazines that no commercial teacher can afford to be without. I use them both 180 times a year; there are that many teaching days in our school year.—G. W. Lindberg, High School, Stanley, Kansas.

(Continued from page 584)

ted, persuaded. (27) commencement, monument, performance. (37) approach, appropriate, approve, -d, compliment, -s, employment, experiment, per, perform, -ed, performance, perhaps, permit, -s, -ted, persuade, -d, process, procession, profession, -al, professor, profit, -s, able, promise, -s, -d, -ing, promotion, proper, -ly, proportion, prosperous, prove, -s, -d, proven, provision, -s, purple, pursue, supplement. (41) perform, -ed, -ance, shipment, -s. (51) amusement, announcement, basement, commencement, installment, miserable, persuade, -d, procession, promised, prosperous, pursue, visible. (52) process, promises. (53) apartment, favorable. (58) procession, profession, -al, promotion, proportion, provision. (59) performed, promised, proved. (67) adorable, enrollment, honorable, horrible, installment, moment, -s. (69) statement, -s. (80) compliment, -s, favorably, properly, simply, terribly, uncomfortable. (81) commencement. (88) agreeable, agreement, employment, valuable. (94) amusement, monument. (99) equipment, persuade, -d. (102) acceptable, remarkable. (106) employment, enjoyable, enjoyment, enrollment, installment, uncomfortable. (112) appointment, Bible, enjoyable, enjoyment, excitement, liable, reliable, requirement, -s. (115) requirement. (120) appropriate. (122) respectable. (124) judgment, punishment. (125) announcement.

Par. 128. (15) protection. (37) produce, -s, -d, -ing, protection. (52) produces. (58) protection. (59) produced.

Par. 129. (14) compromise, recognize, unaccountable, unexpected, unforeseen. (15) reconcile. (37) compromise, unemployed, unexplored. (41) conform, inform, -s, -al, uninformed. (51) reconcile, unforeseen. (59) unemployed, unexpected, unexplored, uninformed. (61) inform, -s, -al. (75) unimportant. (80) compromise, conform, incomplete, reconcile, recognize, unaccountable, uncomfortable, unconscious. (88) incomplete. (93) unconscious. (95) unexpected. (106) incomplete, inform, -s, al, unaccountable, uncomfortable, unconscious, unemployed, unexpected, unexplored, unforeseen, uninformed. (112) compromise, recognize, reconcile. (127) compromise, unaccountable, uncomfortable.

Par. 130. (11) accord, -ing, -ingly, -ance, considerably, excellent, personally, probably, seriously. (12) badly. (14) correspond, -ing, -ence, except, -ing, exception, -s, -al, -ally, satisfy, -ied, satisfaction, satisfactory, satisfactorily, unsatisfactory. (15) serious, -ly. (18) recover, -ed, regret, -ed, -ing, regular, -ly. (19) accord, -ing, -ingly, -ance, correspond, -ing, -ence. (37) perfect, -ly, perfection, person, -s, -al, -ally, probable, probably, problem, -s, proof, -s. (38) problem, -s. (55) persons. (58) direction, -s, exception, -s, -al, -ally, perfection, satisfaction. (59) covered, recovered, regretted, satisfied, stopped. (76) director, -s. (80) badly, confidence, -ent, considerable, considerably, exceptionally, perfectly, regularly, satisfactorily, seriously, directly. (102) bedroom. (106) accordingly, excellent, unsatisfactory. (122) considerable, considerably. (127) considerable, considerably, perfect, -ly, perfection, person, -s, -al, -ally, persons, probable, probably, problem, -s, proof, -s.

Semester Test in Business English

Prepared by Mrs. LILLIAN G. WILSON
Oklahoma City, Oklahoma

GRAMMAR—UNIT I

Insert the correct word in each of the following sentences:

1. *Himself, themselves.* Economic conditions today are such that every young person should prepare *himself* thoroughly for some vocation.
2. *Correct, correctly.* Learning to speak *correctly* is one of the first steps in that preparation.
3. *Has, have.* Because of the habit of making grammatical errors, many a young man and young woman *have* failed to obtain a coveted position.
4. *Who, whom.* A business man will not employ a person *who* he thinks will discredit his firm in any way.
5. *Sure, surely.* The intelligent employee knows that carelessness in the performance of his duty will *surely* bring its own retribution.
6. *Real, really.* To be *really* valuable to a concern, a person must speak, as well as act, intelligently.
7. *Is, are.* The wise young man or young woman *is*, therefore, preparing to meet this requirement of modern business.
8. *Set, sat.* Recently I *sat* in the reception room of a large company.
9. *Was, were.* The board of directors *was* holding a meeting, so many of the employees were passing to and fro.
10. *Capable, capably.* They all looked very *capable*.
11. *Shall, will.* The telephone girl spoke correctly: "*Shall* I have Mr. Bronson call you after the conference?"
12. *He, him.* "Yes, it is *he* who has charge of that matter."
13. *Shall, will.* "*I will* surely do that," she promised.
14. *May, can.* Finally, I asked the employment secretary: "*May* I inquire how you happen to have only persons of apparently high educational qualifications here?"
15. *Lays, lies.* "We didn't 'happen' to have them," she said smilingly. "The secret *lies* in our method of selection."
16. *Latter, last.* "First, we divide all applicants for a position into two groups, the ones who use correct English, and the ones who do not; the *latter* group is not considered at all.
17. *Is, are.* "Quite often two-thirds of the list *are* eliminated in that way.
18. *Whoever, whomever.* "After administering various other tests on general and technical qualifications, we give the position to *whoever* seems best fitted for it," she concluded.
19. *Needs, need.* "If this plan is becoming general with the best companies, then our school curricula *need* to emphasize more strongly the acquirement of correct, fluent English," I said.
20. *Was, were.* Enthusiastically she agreed with me. "That is indeed so; if I *were* giving advice to ambitious young people, I should say, 'The ability to use forceful, effective English is the heavy artillery which wins today's competitive business battle.'"

VOCABULARY—UNIT II

Insert the correct word in each of the following sentences:

1. *Correspondence, correspondents, correspondent.* Last week one of the foreign *correspondents* of the daily newspaper sent in an account of the death of a former favorite of the American stage.
2. *Apt, likely, liable.* The item was given so obscure a place that very few were *likely* to read it at all.
3. *Principal, principle.* Nevertheless, to me, it was the *principal* news of the day.
4. *Delicious, delightful.* I recalled the *delightful* hours when I sat in a theater entranced by this actor's portrayal of Shakespearean characters.
5. *Statue, stature, statute.* Although of medium *stature*, he could convincingly depict a person of either extreme.
6. *Affect, effect.* With his magnetic personality he was always able to *effect* any desired change in the emotions of his audience.
7. *Access, excess.* Before *excess* of sorrow had wearied them, he would invariably swing to a touch of comedy.
8. *Character, reputation.* His *reputation*, however, was not gained by his acting alone; he was also a playwright.
9. *Addition, edition.* One of my most treasured books is a copy of the first *edition* of his plays and monologues.

¹A blank line should be substituted for the italicized word in each sentence when duplicating this test for student use.

10. *Emigrant, immigrant.* The story of his career—excepting only the ending—reads like a fairy tale. In his youth he left Scotland and became an *immigrant* to America.
11. *Wanted, wished.* Even then he knew that he *wanted* to be an actor.
12. *Advice, advise.* Following the good *advice* of a friend, he secured a job as errand boy in a New York theater.
13. *Continual, continuous.* By *continual* observation and imitation of good actors, he trained himself for the opportunity which he believed would some day come to him.
14. *Liked, lacked; healthy, healthful.* Although he *lacked* many of the comforts, and even some of the necessities of life, he developed a fine *healthy* body.
15. *Part, portion.* During his second year in America, he received a few hundred dollars as his *portion* of his father's estate.
16. *Assured, insured.* Most of this money he spent with a famous dramatic teacher who *assured* him success if he persisted in his efforts.
17. *Discovered, invented.* Finally he was given a small part in a play, and the director quickly *discovered* his wonderful talent.
18. *Neglect, negligence.* Success came to him quickly and soon he was a general favorite, but even then he did not once show any *neglect* of his routine of training.
19. *Luxuriant, luxurious; formally, formerly.* Years of wealth and fame did not seem to change him. Although he moved into *luxurious* living quarters, to his public and his friends he was the charming personality he had been *formerly*.
20. *Respectfully, respectively.* Even the envious lesser stars of the theater spoke *respectfully* of him.
21. *Quiet, quite.* Unfortunately, when the screen play began to replace the legitimate drama, he grew *quite* bitter.
22. *Compared, contrasted.* At each performance he *contrasted* his dwindling, but ever loyal, audience with the surging throngs who once paid for standing room.
23. *Bravery, courage.* When the theater turned from the classical drama to light modern plays in an attempt to compete with the motion picture, he had the *courage* to retire.
24. *Complements, compliments; lonely, solitary.* Although he received many *compliments* on his action and was soon swept into a social whirl impossible during his career, life without his art was cold and *lonely*.
25. *House, home.* Returning to his native Scotland a few years ago, he bought and remodeled the old *house* in which he was born.
26. *Anxious, eager; stimulant, stimulus.* For a while *eager* crowds of sightseers continually sought out his place, but as no new *stimulus* was furnished by the disappointed man, interest soon waned.
27. *Brief, concise.* Yesterday three *brief* sentences summarized his life, his career, and his death.
28. *Accept, except.* By common consent, almost any committee would *except* his name from its list of notables.
29. *Requirement, requisite, requisition.* However, I know that he had one *requisite* of lasting greatness: he was true to the highest and best as he saw it, even when it caused him to lose well-deserved popularity.

PRINCIPLES OF EFFECTIVE WRITING UNIT III

The following groups of sentences are faulty in construction. Reconstruct and rewrite correctly:

1. The pupils seemed intelligent and to be well trained in their school subjects.
2. We hope you will come to this special meeting of the committee and will present any constructive ideas you may have and we may be able to come to some decision about the matter if all the other members are present.
3. Even though the goods were sold by that company, and they had given their guarantee on them, they would not replace the defective articles until we forced them to do so.
4. Hurrying away to the directors' meeting, the most important report was left on the desk.
5. His patients were often neglected by the old doctor, which caused a decline of his practice.
6. The children were instructed to carefully watch for cars as they crossed the street.
7. I saw Mary this morning and she was hurrying to the library.
8. It appears impossible for me to go today.
9. She read me stories about many of the most momentous moments of the country's history when she visited me last Monday.
10. You are supposed to quickly copy and mail that letter.

ORAL ENGLISH—UNIT IV

1. List and discuss briefly three important points which a public speaker should consider particularly.
2. Name three general aims for speeches.
3. Select some topic for a speech, and make a detailed outline of it.

Intermediate Shorthand Theory Examination

Covering Chapters I to VI, inclusive, of the Gregg Shorthand Manual

THE following examination has been prepared by the Research Department of the Gregg Publishing Company in response to many requests from theory teachers for a standard examination to use when students have completed the first half of the shorthand Manual. It consists of a 100-word vocabulary test, a phrasing test containing 50 common phrases, and a three-minute dictation test on new matter at 30 words a minute.

Teachers desiring a shorthand theory examination covering the entire Manual and monthly transcription tests may obtain them without charge through the "Gregg News Letter," 270 Madison Avenue, New York, New York.

Total Time for Examination—	
Vocabulary Test	18 minutes
Phrasing Test	12 minutes
New-Matter Test	12 minutes

Total42 minutes

Give the student the benefit of the doubt in grading all border-line shorthand errors. Passing grade 80 per cent on each test; 80-85, C; 86-94, B; 95-100, A. Specific instructions for grading each test are given with the test.

I. Vocabulary Test (100 Words)

The 100-word vocabulary test contains a sampling of the theory principles and brief forms in the first six chapters of the Manual. The words are grouped by chapters, and paragraph references are given after the words. Those words that do not have paragraph references after them are written in accordance with the principle governing the writing of the preceding word. No words prior to Chapter IV are given, because the automatic review contained in the words selected from Chapters IV to VI covers also the principles in the first three chapters.

The 100 words are to be dictated at the rate of 15 words a minute. Total dictating time, 6 minutes 40 seconds, with a one-minute rest at the end of the first three minutes. The teacher should repeat each word once. The students

should write the shorthand outlines in column form, leaving room at the right for the long-hand transcript.

At the end of the dictation students are to transcribe in longhand. Allow 10 minutes for transcription.

Deduct 1 per cent for each shorthand error and 1 per cent for each longhand error.

II. Phrasing Test (50 Phrases)

The 50 phrases in this test cover the phrasing principles in the first six chapters and are arranged in the same convenient grouping as the vocabulary test. The initials S. S. preceding the paragraph number after some of the phrases refer to "Gregg Speed Studies." All other paragraph numbers refer to the shorthand Manual.

The phrases are to be dictated at the rate of 10 phrases a minute. Total dictating time, 5 minutes. The phrases are to be written in column form and transcribed in longhand. Allow 7 minutes for transcription.

Deduct 2 per cent for each shorthand error and 2 per cent for each longhand error. Make only one deduction for each shorthand outline or its transcript.

III. New-Matter Speed Test

Dictate the following business letter at 30 words a minute. Total time, 3 minutes. The letter is counted in groups of 10 standard words so that those teachers who wish to dictate it at a higher rate may do so without recounting it.

The letter is to be transcribed either in longhand or on the typewriter, whichever method is the more practicable. Transcribing time, either by longhand or typewritten, 9 minutes.

Shorthand Notes: Deduct 2 per cent for each shorthand error. Make no exception if the same word is written incorrectly several times; each incorrect outline is counted an error regardless of its repetition.

Transcript: Deduct 4 per cent for each word omitted, added, transposed, or incorrectly spelled in the transcript. Do not deduct for "typewriting" errors such as strikeovers, faulty spacing, etc., or for punctuation errors.

A Special Offer to Teachers of Advanced Shorthand

As long as they last the over-supply of the 1934 Standard Gregg Shorthand Tests will be distributed without charge to teachers wishing supplementary dictation material. Only one copy to a teacher. Send your request to the Interschool Contest Department, the Gregg Publishing Company, 270 Madison Avenue, New York, New York.

I. Vocabulary Test

Chapter IV

1. couple (91)
2. drug
3. luck
4. utmost
5. precious (93)
(20 sec.)
6. shoes
7. moon (94)
8. smooth
9. wagon (97)
10. walk
(40 sec.)
11. wear
12. watch
13. square (99)
14. hardware
15. queer
(1 min.)
16. awaiting (100)
17. ahead
18. yellow (104)
19. youth
20. year
(1 min. 20 sec.)
21. king (105)
22. angry
23. blank
24. lovingly (106)
25. dealings

Chapter V

26. cute (112)
27. mouth
28. royal
29. authorize
30. crime
(2 min.)
31. confusion
32. powder
33. boiler

34. life (114)

35. quite
(2 min. 20 sec.)

36. require (115)

37. thousand

38. why

39. kindly (116)

40. poem (118)
(2 min. 40 sec.)

41. via (119)

42. prior

43. serial (120)

44. piano

45. idea (121)
(3 min.)

- (Rest 1 min.)

46. cruel

47. companion

48. music

49. mail (122)

50. objection
(20 sec.)

51. various

52. wonder

53. lunch (124)

54. summer

55. gown
(40 sec.)

56. announced (125)

57. performance (127)

58. adorable

59. reliable

60. supplement
(1 min.)

61. simple

62. feeble

63. available

64. produced (128)

65. direction (130)
(1 min. 20 sec.)

66. serious

67. accordance

Chapter VI

68. event (133)

69. binding

70. dreamed
(1 min. 40 sec.)

71. induce (134)

72. folder (136)

73. childish

74. sold

75. wild
(2 min.)

76. March (137)

77. Friday

78. receipt (138)

79. suggest

80. obligation
(2 min. 20 sec.)

81. standpoint

82. stockings

83. happened (140)

84. defeat

85. representative
(2 min. 40 sec.)

86. influence (143)

87. differ

88. apparent

89. display (145)

90. reception
(3 min.)

91. belong

92. despair

93. respond

94. merchandise (150)

95. catalogue
(3 min. 20 sec.)

96. envelope

97. newspaper

98. pleasure

99. insurance

100. hundreds
(3 min. 40 sec.)

II. Phrasing Test

Chapter III

1. to place (84)
2. to ship
3. to which
4. as much as
5. as good as
(30 sec.)
6. should be (87)
7. of which
8. that this

9. on your
10. they must be (S.S. 50)
(1 min.)

11. they will

12. they have

13. to talk (S.S. 53)

14. to tell

15. to take
(1 min. 30 sec.)

16. to receive

Chapter IV

17. we have not (101)

18. we shall be

19. in reply (108)

20. over the
(2 min.)

21. to ask

22. we should

23. cannot be (S.S. 75)

24. about these goods

25. before it was
(2 min. 30 sec.)

Chapter V

- *6. I should like (S.S. 82)
27. I have been
28. he will find (S.S. 87)
29. please return
30. please give
(3 min.)
31. I enclose
32. I trust

Chapter VI

33. Very sincerely (142)
34. My dear Sir
35. Cordially yours
(3 min. 30 sec.)
36. I had been able (148)
37. he had been
38. he was not
39. it is not
40. there was not
(4 min.)

41. Monday morning
42. Tuesday night
43. you couldn't (S.S. 107)
44. I haven't
45. entirely satisfactory
(S.S. 109)
(4 min. 30 sec.)
46. with reference
47. your remittance
48. his attention
49. I will allow
50. I am aware
(5 min.)

III. New-Matter Speed Test

Gentlemen: We have received your letter of May 2. We¹⁰ cannot allow you a lower price than the one quoted ²⁰ by our agent, Mr. Blake, as we believe that our price³⁰ is not too high for the quality of our goods.

We should⁴⁰ like very much to figure with you on a bill of goods⁵⁰ and are sure that we could convince you that the quality⁶⁰ and price of our goods are entirely satisfactory.⁷⁰

If you will favor us with an order soon, we will give⁸⁰ it our immediate attention.
Yours respectfully, (90)

Objective Bookkeeping Tests

Prepared by DON T. DEAL

Head of Commercial Department, Senior High School, Trenton, New Jersey

These two tests are from a series of twelve tests prepared by Mr. Deal and published by the Gregg Publishing Company under the title of "Rational Objective Tests in Bookkeeping and Accounting, Series B."

TEST ON DEFERRED ENTRIES

Directions: In each numbered space in the right column write the word or words that should be inserted in place of the corresponding numbers in the statements below.

Sample: The things that persons own and use in business are known as (0).

- A. In bookkeeping, the cost of things that are used up in business is called (1).
B. Desks, chairs, cabinets, counters, show cases, etc., are called (2).
C. When fuel is purchased, it is an (3), and when it is used up, it becomes an (4).
D. (5) the Expense account for expense assets owned at the beginning of the period, (6) the Expense account for additions to the cost of expense assets, and (7) the same account for the cost of things used during the period.
E. The balance of the Expense account at the end of the period, after all entries have been made for expenses used, will be the expense (8) for the period.
F. Unused expense items remaining on hand at the end of the accounting period are called (9).

0. Assets
1. (Expense)
2. (Equipment)
3. (Asset)
4. (Expense)
5. (Debit)
6. (Debit)
7. (Credit)
8. (Inventory)
9. (Expense Inventory or Deferred Charges)
10. (Profit)
11. (Capital or Net Worth)

- | | |
|--|---------------------------------|
| G. The excess of all assets produced in conducting a business over assets used up equals the (10). | 12. (Cost of Goods Sold) |
| H. The proprietor's worth is called (11). | 13. (Profit) |
| I. Income from sales minus (12) equals (13). | 14. (Profit) |
| J. When no withdrawals or additional investments have been made during the period and there have been no changes in the amount of liabilities, the increase in the amount of assets equals the (14). | 15. (Debit) |
| K. Asset accounts always have (15) balances. | 16. (Assets) |
| L. The fundamental equation is "(16) equal (17) plus (18)." | 17. (Liabilities) |
| | 18. (Proprietorship or Capital) |

TEST ON PROPRIETORSHIP

Directions: In each numbered space in the right column write the word or words that should be inserted in place of the corresponding numbers in the statements below.

- | | |
|--|-----------------------|
| <i>Sample:</i> Debits are entered on the (1) hand side and credits are entered on the (2) hand side of accounts. | 1. Left |
| | 2. Right |
| A. The proprietor's worth increases when (1) in assets exceed (2) in assets. | 1. (Increases) |
| B. Incomes tend to (3) the proprietor's worth and (4) have the opposite effect. | 2. (Decreases) |
| C. In a mercantile business the chief source of income is from (5). | 3. (Increase) |
| D. Increases resulting from sales of merchandise are called (6) income. | 4. (Expenses) |
| E. Two other terms by which the proprietor's worth is known are (7) and (8). | 5. (Sales) |
| F. The group of accounts that include the proprietor's worth and the changes in his worth are called (9) accounts. | 6. (Sales) |
| G. The proprietor's worth at the beginning of a period is entered on the (10) side of the proprietor's account. | 7. (Capital) |
| H. Incomes from sales are entered on the (11) side of the (12) account. | 8. (Proprietorship) |
| I. Additions to income are entered on the (13) side of the appropriate income account. | 9. (Capital) |
| J. Additions to assets are entered on the (14) side of the asset accounts. | 10. (Credit) |
| K. Deductions from income are entered on the (15) side of the appropriate account. | 11. (Credit) |
| L. Incomes and expenses are summarized in the (16) account. | 12. (Sales Income) |
| M. If income exceeds expenses, the (17) side of the account referred to in statement L will be larger. | 13. (Credit) |
| N. If expenses exceed income, the (18) side of the account referred to in statement L will be larger. | 14. (Debit) |
| O. Supplies purchased and not yet consumed are (19); when consumed they become (20). | 15. (Debit) |
| P. The statement that shows assets, liabilities, and capital is called (21). | 16. (Profit and Loss) |
| | 17. (Credit) |
| | 18. (Debit) |
| | 19. (Assets) |
| | 20. (Expenses) |
| | 21. (Balance Sheet) |

Objective Tests in Business Mathematics

AS service material for your use during the school year 1934-1935, we have arranged with Mr. Rosenberg to prepare a series of objective tests in business mathematics. One test will appear in each issue of the BUSINESS EDUCATION WORLD, beginning with the September, 1934, issue and ending with the June, 1935, issue.

A Comprehensive Final Examination in Business Mathematics

By R. ROBERT ROSENBERG, M.C.S., C.P.A.

Dickinson High School, Jersey City, N. J.

This final examination will be keenly appreciated by busy teachers of business arithmetic. It was very carefully prepared by the author and submitted to an eminent testing authority, after which changes were made in accordance with his recommendations. The examination is not based on any particular text, but was prepared after a thorough analysis of numerous courses of study. Hence, it can be used with little or no adaptation, and when used, may be either written on the blackboard or duplicated.

TESTS are instruments of instruction, and as such, justify their use only when they serve as teaching aids.

This test is the result of a careful analysis of the subject of business mathematics. It may be used: to measure learning that has taken place; to measure knowledge and skills acquired; to aid in the determination of student promotion and failures; for diagnostic purposes, showing where corrective teaching is necessary; to stimulate student interest in the subject by showing progress and efficiency; and as a review of subject matter studied.

Each section of this achievement test has been carefully weighed as to time allowance by using it in mimeograph form in the classroom. The time set should be sufficient for the average student under normal conditions. It must be left with the individual teacher to decide whether more or less time than the schedule set will be needed by the students taking the test. This will, of course, depend on the type of students in the class. A superior group of students should require less time than that set in the examination; a poor group should be given more time than scheduled.

The correct answer to each problem is included. In Section A, the correct answer appears in parenthesis at the end of each problem. In Section B, the correct choice is indicated in italics. In Section C, the answer appears in parenthesis at the end of each problem. Naturally, these answers should be eliminated when placing the examination before students for use.

The examination may be mimeographed, in which case the standard provision should be

made for inserting answers; or it may be written on the blackboard, in which case students should be carefully instructed to indicate answers in each of the three sections, as follows:

In Section A: 1. T. 5. F (388.962).

In Section B: 1. 80.

In Section C: 1. \$31,200.

Solution to Problem 1, Section C:

$$\frac{1}{6} + \frac{1}{3} + \frac{1}{4} = \frac{2}{12} + \frac{4}{12} + \frac{3}{12} = \frac{9}{12} = \frac{3}{4} =$$

Total in magazines, newspapers, and periodicals.

$$\frac{4}{4} = \text{Total expenditure}$$

$$\frac{4}{4} - \frac{3}{4} = \frac{1}{4} \text{ for handbills, etc.}$$

$$\frac{1}{4} = \$7,800$$

$$\frac{4}{4} = 4 \times \$7,800 = \$31,200, \text{ Total expenditure}$$

Scoring the Examination

In scoring the true-and-false section of the examination, the R-W formula should be used. Thus, in the 50-question true-and-false test, if 38 are answered correctly, 10 are answered incorrectly, and 2 are not answered, the score is $\frac{1}{2}$ of $(38 - 10)$,* or 14.

In the multiple-choice section, one credit

* The total weight assigned to Section A is 25 credits. Therefore, it is necessary to take $\frac{1}{2}$ of the "rights" minus the "wrongs."

should be given for each correct answer.

The number of credits allowed each problem in Section C may be found by dividing the total number of credits allowed by the number of problems in the section ($50 \div 10 = 5$, number of credits allowed for each problem). In order that uniformity in grading may be achieved, it is suggested that credit should be granted in this section only for correct answers, irrespective of the method that is used to arrive at these answers. Thus, 8 out of 10 problems answered correctly would be given a score of 40.

The answer given after each problem is the only result that should be accepted for credit. Each problem in the examination has been prepared so that only one possible correct answer can be given.

Section A

Time, 40 minutes; 25 credits

SOME of the following statements are true and some are false. *On a separate sheet of paper*, indicate those that you believe to be true by writing a *T* and those that you believe to be false by writing an *F* followed by the correct answer. Number each of your answers to correspond with the numbers of the statements below:

- Three men contributed \$7,200, \$5,360, and \$4,870, respectively, to a business. Their average contribution was \$5,810. (True.)
- 165 is $\frac{5}{8}$ of 264. (True.)
- By selling an article for \$240, a profit of $\frac{1}{5}$ of the selling price is made. The profit is \$48. (True.)
- An article is sold for \$2.40, which is a gain of $\frac{1}{5}$ of the cost. The cost is \$2. (True.)
- The product of 72.03 times 5.4 is 388.926. (False. 388.962.)
- The quotient of 5.00447 is divided by .089 is 56.23. (True.)
- $41\frac{1}{3}$ is $\frac{5}{12}$ of 100. (True.)
- 240 yards of cloth at $43\frac{3}{4}$ cents a yard cost \$105. (True.)
- The product of $\frac{5}{8}$ of 72 is the same as .62 $\frac{1}{2}$ times 72. (True.)
- The interest charge on \$112.49 for 60 days at 6% is \$11.25. (False. \$1.12.)
- The interest charge on \$840 for 72 days at 5% is \$8.40. (True.)
- The interest charge on \$450 for 80 days at 6% is the same as the interest charge on this amount for 60 days at 8%. (True.)
- The cash price of goods amounting to \$40, terms 10/10, n/30, is \$30. (False. \$36.)
- A radio listed at \$84 on which a discount of 12 $\frac{1}{2}$ % is allowed should cost \$73.50. (True.)
- \$18.90 is charged for a desk listed at \$24 less 12 $\frac{1}{2}$ % and 10%. (True.)
- An article is listed in a mail-order catalogue at \$18 less 33 $\frac{1}{3}$ % and 10%, terms 10/10, n/30. The cash price is \$9. (False. \$9.72.)
- Three months from November 30 is February 28. (True.)
- A note dated July 20 is due in 60 days. The date of maturity is September 20. (False. September 18.)
- The proceeds of a \$200 note discounted at the bank 45 days before maturity, at 6%, is \$198.50. (True.)
- The term of discount of a 60-day note dated August 28 and discounted September 3 is 54 days. (True.)
- A manufactured article cost 40% more than the cost of the raw material. If the raw material cost \$15, the manufactured article would sell for \$21. (True.)
- 138 is 25% less than 184. (True.)
- A discount of 30% is more than a discount series of 20% and 10%. (True.)
- 9.2% of 100 is .92. (False. .092.)
- A pen that cost \$3.50 was sold for \$5.25. The gain was 50% of the selling price. (False. 33 $\frac{1}{3}$ %.)
- A profit of 20% of the selling price is realized on the sale of piano costing \$248. The selling price was \$300. (False. \$310.)
- A vase was sold at a loss of 25% of the cost. If the selling price was \$60 the cost must have been \$45. (False. \$80.)
- \$30 is made on a \$180 sale. The gain is 20% of the cost. (True.)
- A broker sold for a customer \$1,600 worth of merchandise at 4 $\frac{1}{2}$ % commission. The amount remitted by him to the customer was \$1,528. (True.)
- The accurate interest on \$730 at 5% for 80 days is \$8. (True.)
- The compound time from October 22 to December 11 is 50 days. (False. 49 days.)
- A collection charge of 1/10% was made by a bank on all discounted notes. The charge on a \$5,300 non-interest-bearing note is \$53. (False. \$5.30.)
- The term of discount of a draft dated April 30, due 60 days after date and discounted May 2, is 58 days. (True.)
- A draft is due 2 months after sight. If it is dated June 2 and accepted July 1, the date of maturity is August 2. (False. September 1.)
- A residence valued at \$20,000 is insured for \$30,000. In case of a total loss by fire, \$30,000 will be paid by the insurance company. (False. \$20,000.)
- A premium charge of $\frac{3}{4}$ % is the same as 75 cents on \$100 of insurance. (True.)
- The cost of an \$8,600 insurance policy at $\frac{7}{8}$ % is \$75.25. (True.)
- The tax rate in a town whose real and personal property is assessed at \$5,250,000 is

- \$2.45 per \$100. The tax to be collected is \$128,625. (True.)
39. A New York broker bought on his own account 200 shares of stock at 99½ and sold the stock at 100. If the Federal tax is 5 cents a share and the New York State tax is 4 cents a share on all stock sold, the broker's gain was \$82. (True.)
40. An income of \$322 is received from 46 shares of stock, par value \$100 a share, paying 7% dividend. (True.)
41. An income of \$56 a year is received from a 7%, \$1,000 par-value bond costing \$800. (False. \$70.)
42. A \$1,000 bond purchased at 98½ costs \$987.50 if the brokerage charge is \$2.50. (True.)
43. The number of days for which accrued interest must be paid on bonds purchased on August 5 is 157 days, if the interest dates are March 1 and September 1. (True.)
44. A 4% return is realized from a 6% stock costing \$150 a share. (True.)
45. A lathe costing \$576 depreciated \$144 in 3 years. The annual depreciation rate was 6¼%. (False. 8⅓%.)
46. The bar graph is used to compare directly the relationship existing among several quantities or values. (True.)
47. The square of 59 is 3,481. (True.)
48. The perimeter of a rectangle 7 inches long and 5 inches wide is 24 square inches. (False. 24 inches.)
49. The square root of 6,724 is 82. (True.)
50. Depreciation at the rate of 10% annually was computed on the decreasing value of a \$750 machine. The depreciation the third year amounted to \$60.75. (True.)
- was made March 7, a cash discount of (\$0—\$16.80—\$23.40—\$26.20) was received.
7. A living room suite listed at \$285 less 33⅓% and 10%, terms 5/10, n/30, was purchased March 28. If payment was made April 6, the cost of the suite was (\$153.90—\$162.45—\$171—\$179.55).
8. Suits were sold for \$18 at a "25% off" sale. The former price was (\$24—\$28—\$32—\$36).
9. A man who owned 50% of a tract of land sold ¼ of his interest for \$10,000. At this rate, the whole tract was worth (\$20,000—\$40,000—\$60,000—\$80,000).
10. A profit of 75 cents is made on a humidior that cost \$5.50. The gain is (5%—8%—10%—12%) of the selling price.
11. By selling an article for \$6, a profit of 33⅓ of the cost is made. The cost is (\$2—\$3—\$4.50—\$5).
12. \$72 is 33⅓% more than (\$36—\$54—\$90—\$108).
13. A \$660 note due in 3 months at 5% interest is received in payment of merchandise sold. The amount due on the note at maturity is (\$668.25—\$592.50—\$651.75—\$612.50).
14. The proceeds of a \$360 note dated December 21, due in 60 days and discounted January 20 at 6%, amount to (\$357.90—\$363.15—\$358.20—\$361.80).
15. A factory valued at \$25,000 is insured for \$37,500 under an 80% coinsurance-clause policy. In a \$15,000 fire loss (\$10,000—\$15,000—\$25,000—\$37,500) would be collected from the insurance company.
16. \$14,000 worth of insurance at ⅔% costs (\$49—\$75—\$52.50—\$63.50).
17. A state tax of ¾% is levied on all taxable income earned by residents. A taxpayer whose income less exemptions amounts to \$12,800 must pay a tax of (\$960—\$224—\$64—\$96).
18. The owner of real estate assessed by a city at \$12,000 must pay a tax of (\$499.20—\$504.30—\$432.40—\$299.20) if the tax rate is \$4.16 per \$100.
19. An \$8 dividend is received on a share of stock that cost \$80. The return is equal to (6%—8%—10%—12%) on the investment.
20. The income received annually from 35 \$500, 6% bonds is (\$900—\$1,050—\$1,800—\$2,100).
21. The purchaser of 40 \$1,000, 5% bonds must pay (\$496—\$600—\$850—\$996) accrued interest if the bonds are purchased July 18 and the interest dates are April 1 and October 1.
22. When drugs and chemicals are bought and sold wholesale, the (*avoirdupois weight*—*troy weight*—*dry measure*—*liquid measure*) is used.
23. The square root of 182¼ is (13 — .135—13.5—29½).
24. A machine has an estimated life of (6—

Section B

Time, 25 minutes; 25 credits

In each of the following statements, one number or group of numbers enclosed in the parenthesis will make the statement correct. On a separate sheet of paper, indicate that number or group of numbers. Number each of your answers to correspond with the numbers of the statements below.

- Five pupils made grades of 90, 75, 80, 85, and 70 on an arithmetic test. Their average grade was (75—80—82½—85).
- The sum of $\frac{7}{8} + \frac{1}{2} + \frac{3}{4} + \frac{4}{7}$ is (1 $\frac{13}{28}$ —2½—2 $\frac{17}{56}$ —2 $\frac{39}{56}$).
- 2½ yards of silk were purchased for \$4. At the same rate, 4¼ yards will cost (\$4.25—\$5.40—\$6.80—\$7.20).
- A farmer sold milk at 3¾ cents a quart. He sold (40 gallons—50 gallons—60 gallons—80 gallons) for \$9.
- The cost of an article listed at \$32 less 25% and 20% is (\$12.90—\$15.60—\$19.20—\$24).
- \$420 worth of merchandise was purchased February 25, terms 4/10, n/30. If payment

- 12—15—16) years if $6\frac{2}{3}\%$ of its cost is charged to depreciation annually.
25. A right-angled triangle has a base of 1 foot and a hypotenuse of $1\frac{1}{4}$ feet. The altitude is (6—9—12.5—18) inches.

Section C

Time, 50 minutes; 50 credits

On a separate sheet of paper, solve the following problems, showing all work necessary to arrive at the solution. Label each result by writing the word "answer" after it.

1. In budgeting the advertising expenses of a large manufacturing concern for the current year, $\frac{1}{6}$ of the total advertising was to be placed in magazines; $\frac{1}{3}$ in newspapers; $\frac{1}{4}$ in school and club periodicals; and the remainder, or \$7,800, was to be used for handbills and miscellaneous advertising. Find the total amount to be expended for advertising. (*Answer: \$31,200.*)
2. A retail firm sold \$472,890 merchandise in 2 years. The amount sold the first year was $\frac{1}{5}$ more than sold the second year. Find each year's sales. (*Answer: First year, \$267,940; second year, \$214,950.*)
3. A partnership agreement provided that the two partners, Burns and Reynolds, should share profits and losses in the ratio of 4 to 3, respectively. In the case of a \$24,500 loss, how much would Burns and Reynolds each have to contribute? (*Answer: Burns, \$14,000; Reynolds, \$10,500.*)
4. Merchandise listed in the trade catalogue at \$85 less 20% and 10%, terms 6/10, 2/30, n/90, is purchased February 21. Find the amount that should be paid on March 3. (*Answer: \$57.53.*)
5. A note of \$724, dated August 17 and due in 60 days, is discounted September 5 at 6%. Find the proceeds. (*Answer: \$719.05.*)
6. The following depreciation rates, based on the decreasing value of the assets, were charged annually by a large retail selling

concern:

	Cost	Depreciation Rate
Office furniture	\$2,875	10%
Store fixtures	35,400	$8\frac{1}{3}\%$
Delivery equipment .	9,700	$12\frac{1}{2}\%$

Find the value of the above assets at the end of the third year. (*Answer: Office furniture, \$2,095.87; store fixtures, \$27,267.01; delivery equipment, \$6,498.24.*)

7. A building valued at \$45,000 is insured for \$18,000 in Company A, and for \$9,000 in Company B, under an 80% coinsurance-clause policy. How much would each company have to pay the insured if fire caused a loss of \$24,000? (*Answer: Company A, \$12,000; Company B, \$6,000.*)
8. A budget of \$540,800 is raised in a town by fixing the tax rate on the assessed valuation of real and personal property at \$3.25 per \$100. Find the assessed value of all the taxable property in the town. (*Answer: \$16,640,000.*)
9. On October 19, 24 \$1,000 bonds were purchased at $86\frac{3}{4}$. The interest dates are January 1 and July 1, and the interest rate, 6%. Find the cost, including accrued interest, if the brokerage charge was \$1.25 on each bond. (*Answer: \$21,290.*)
10. The hourly temperature during the 12-hour period from 12 o'clock midnight to 12 o'clock noon on the coldest day of last winter in a midwestern town was:

1 a.m.....	12° above zero
2 a.m.....	10° above zero
3 a.m.....	8° above zero
4 a.m.....	5° above zero
5 a.m.....	3° above zero
6 a.m.....	2° below zero
7 a.m.....	3° below zero
8 a.m.....	1° below zero
9 a.m.....	5° above zero
10 a.m.....	8° above zero
11 a.m.....	12° above zero
12 a.m.....	14° above zero

Construct a broken-line graph representing these facts.

Typewriting Teachers, Please Note

Recently THE GREGG WRITER Credentials Department has received for typewriting speed certificates a number of tests that have more than the maximum number of errors allowed. *Five errors only* are allowed on the Competent Typist Test, and any papers having more than that number should not be submitted. The Competent Typist Tests should be double spaced; there should be two spaces after each sentence and five spaces for indentation of paragraphs. Will you please check papers carefully for all errors and erasures, and submit to us only the tests that qualify? By so doing you will avoid the disappointment to students which results when their papers are disqualified.

Commercial Education Research Abstracts

By E. G. BLACKSTONE, Ph.D.

Director, Commercial Teacher Training, The State University of Iowa

In order that educators may become better acquainted with the research studies that have been made in the field of business education, a number of abstracts of the more important studies are being published each month in this magazine.

NON-ESSENTIAL SUFFIXES AND PREFIXES, by D. D. Lessenberry, Monographs in Education, University of Iowa, Vol. III, No. 9, pp. 94-109, 1928.

Purpose. To determine what prefixes and what suffixes are most commonly used in the vocabulary of the business man, so that the most important ones may receive the greater emphasis in training stenographers and so that overdrill on unnecessary principles may be avoided.

Procedure. Tables were set up showing the frequency of suffixes and prefixes in writing the Horn list of the 10,000 words most frequently used in business.

Suffixes and prefixes were grouped, on the basis of their use in writing the first 5,000 words, under following headings:

- Suffixes used 10 or more times.
- Suffixes used 5 to 9 times, inclusive.
- Suffixes used 1 to 4 times, inclusive.
- Suffixes not used in writing 5,000 words.
- Prefixes used 10 or more times.
- Prefixes used 5 to 9 times, inclusive.
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- Prefixes not used in writing 5,000 words.

The last column of the table shows the number of times each suffix or prefix is used in writing the words in the 5,000 to 10,000 word list.

Findings. The tables indicate the frequency ranking of the prefixes and suffixes used in writing the Horn list of 10,000 words.

The summary of the prefixes and suffixes used in writing the entire list of 10,000 words indicates that a total of 66 suffixes and 73 prefixes occurs, as follows:

	Suffixes	Prefixes
Used 10 or more times.....	36	34
Used 5 to 9 times, inclusive....	12	16
Used 1 to 4 times, inclusive....	14	17
Not used at all.....	3	6

Evaluation. The Horn list, which is compiled from various sources, is a valid and reliable list of words upon which to build.

The study is valuable because:

1. It prevents overlearning and eliminates overemphasis on non-essentials.
2. It assists the teacher in determining what portion of shorthand prefix and suffix

principles need most emphasis in order to develop stenographic skill. It seems doubtful whether the teacher should teach prefixes and suffixes that seldom occur, but, instead, should have pupils write them out in full.

3. It provides a definite list of words to be taught.
4. It permits time that might be spent on useless work to be directed toward dictation and transcription.

Rating of this list of prefixes and suffixes should be based on the number of words times the frequency with which the given words occur, because a rather uncommon ending may appear in the Horn list very infrequently, yet a basic word or words bearing that ending may appear with high frequency.

AN ANALYSIS OF THE PROFESSIONAL LITERATURE RELATING TO THE TEACHING OF SHORTHAND IN SECONDARY SCHOOLS, by Helen Ruth McKeen, Master's Thesis, University of Southern California, 1930.

Purpose. To analyze, classify, and summarize the findings of the more important publications relating to the teaching of shorthand in secondary schools. The analysis was made under a number of headings, including historical developments, aims and values, content, texts and supplementary material, methods of teaching, tests, etc.

Procedure. Largely that of library research, through the process of analysis and classification of the materials discovered by an examination of professional literature, textbooks, and articles in magazines, books, and periodicals.

Findings. History: The earliest records of shorthand go back to Rome. The growth of shorthand is followed up to the present day, showing that Gregg Shorthand is now used in 97 per cent of the public schools.

Aims and Values: Great diversity of opinions was discovered. Vocational aim is primarily stressed, but cultural and disciplinary values are frequently mentioned.

Texts and Supplementary Material: A wide range of materials is listed and described.

- 12—15—16) years if $6\frac{2}{3}\%$ of its cost is charged to depreciation annually.
25. A right-angled triangle has a base of 1 foot and a hypotenuse of $1\frac{1}{4}$ feet. The altitude is (6—9—12.5—18) inches.

Section C

Time, 50 minutes; 50 credits

On a separate sheet of paper, solve the following problems, showing all work necessary to arrive at the solution. Label each result by writing the word "answer" after it.

1. In budgeting the advertising expenses of a large manufacturing concern for the current year, $\frac{1}{6}$ of the total advertising was to be placed in magazines; $\frac{1}{3}$ in newspapers; $\frac{1}{4}$ in school and club periodicals; and the remainder, or \$7,800, was to be used for handbills and miscellaneous advertising. Find the total amount to be expended for advertising. (*Answer: \$31,200.*)
2. A retail firm sold \$472,890 merchandise in 2 years. The amount sold the first year was $\frac{1}{5}$ more than sold the second year. Find each year's sales. (*Answer: First year, \$267,940; second year, \$214,950.*)
3. A partnership agreement provided that the two partners, Burns and Reynolds, should share profits and losses in the ratio of 4 to 3, respectively. In the case of a \$24,500 loss, how much would Burns and Reynolds each have to contribute? (*Answer: Burns, \$14,000; Reynolds, \$10,500.*)
4. Merchandise listed in the trade catalogue at \$85 less 20% and 10%, terms 6/10, 2/30, n/90, is purchased February 21. Find the amount that should be paid on March 3. (*Answer: \$57.53.*)
5. A note of \$724, dated August 17 and due in 60 days, is discounted September 5 at 6%. Find the proceeds. (*Answer: \$719.05.*)
6. The following depreciation rates, based on the decreasing value of the assets, were charged annually by a large retail selling

concern:

	Cost	Depreciation Rate
Office furniture	\$2,875	10%
Store fixtures	35,400	$8\frac{1}{3}\%$
Delivery equipment .	9,700	$12\frac{1}{2}\%$

Find the value of the above assets at the end of the third year. (*Answer: Office furniture, \$2,095.87; store fixtures, \$27,267.01; delivery equipment, \$6,498.24.*)

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Procedure. Largely that of library research, through the process of analysis and classification of the materials discovered by an examination of professional literature, textbooks, and articles in magazines, books, and periodicals.

Findings. History: The earliest records of shorthand go back to Rome. The growth of shorthand is followed up to the present day, showing that Gregg Shorthand is now used in 97 per cent of the public schools.

Aims and Values: Great diversity of opinions was discovered. Vocational aim is primarily stressed, but cultural and disciplinary values are frequently mentioned.

Texts and Supplementary Material: A wide range of materials is listed and described.

Curriculum Organization and Methods of Teaching: Diversity in current practice and curriculum construction, course content, and grade placement was found. Most schools offer two years of shorthand, in the junior and senior years. Little scientific study has been applied to the development of the methods of teaching shorthand.

Tests and Measurements: Many tests of unstandardized and unvalidated types are found, listed, and described.

Training of Commercial Teachers: As a class, commercial teachers are not so well trained as academic teachers. Only a minority of colleges and universities offer facilities for such a training.

Throughout the literature there seems to be a lack of scientific evidence for the statements that are made by writers. For the most part, the articles are subjective opinion.

Evaluation. This is a good collection of references concerning the above-mentioned phases of shorthand teaching. It would make a fine set of materials for shorthand teachers or for agencies training commercial teachers.

THE STATUS OF SHORTHAND IN TEACHER TRAINING INSTITUTIONS, by Edna Dotson, Master's Thesis, Colorado State Teachers College, 1930.

Purpose. To learn how many schools that were members of the American Association of Teachers Colleges in 1927 offered shorthand as a college subject, the amount of credit given, the conditions imposed, and other facts pertaining to courses in shorthand, and to learn how many of the state universities give credit for shorthand.

Procedure. Catalogues from 143 institutions belonging to the American Association of Teachers Colleges and from 48 state universities were examined.

Findings. Shorthand is offered for credit in 67 teachers colleges, or 57 per cent of the schools listed.

In 57 of the teachers colleges that give shorthand, students working for a degree are permitted to major in commerce.

A special certificate, which entitles the holder to teach commercial subjects in high schools, is given at the end of two years' work in 16 colleges.

A four-year course in commerce is given by 44 teachers colleges, or 65.7 per cent of those studied.

Shorthand is required of all commerce majors by 59 per cent of the teachers colleges studied.

The average number of credits given for shorthand is 14 quarter hours.

Shorthand is ordinarily offered in the first and second year of the course.

Special methods in shorthand are offered by 12 per cent of the teachers colleges. Practice teaching in commercial subjects is given by 92 per cent of the colleges.

Shorthand is offered in 17 state universities, and credit is given for elementary shorthand theory in 13 state universities.

Evaluation. While the use of catalogues as the basis for research is doubtful, it appears that this study is accurate and that it reports with considerable exactness the standing of shorthand in teachers colleges and in universities.

THE PRESENT STATUS OF SHORTHAND AND METHODS,¹ by Samuel C. Bedinger, Master of Arts Thesis, Colorado State Teachers College, Greeley, Colorado, March, 1934.

Purpose. Shorthand teachers throughout the country know that there are many supplementary publications besides the basic texts. Many of the books, pamphlets, etc., are written by leaders in the shorthand profession. The instructor finds time to use only a few of these various methods and devices. This study undertakes to ascertain what additional material is deemed the most valuable by teachers, as well as the methods used in presenting the basic study and drill exercises.

Procedure. A carefully selected list of shorthand teachers in universities, colleges, teachers colleges, high schools, and private schools, taken principally from the *American Shorthand Teacher*, was chosen to receive the questionnaire, which contained about 100 questions. Responses were received from 108 teachers, or 59 per cent of the number sampled. The returned material was tabulated. Tables were set up showing: (1) the use of supplementary material, (2) aims of the shorthand course, (3) general teaching methods, and (4) special methods and devices.

Findings. This survey of the present status of shorthand content and methods indicates that the Gregg Manual and eight other publications² listed below are sufficient content for 67.0 per cent of the 108 teachers reporting on this study.

- "Dictation for Beginners" (Bisbee).
- "Progressive Dictation" (Wilson).
- "Word and Sentence Drills" (Markett).
- "Gregg Speed Studies" (Gregg).
- "Secretarial Studies" (SoRelle and Gregg).
- "Gregg Speed Building" (Gregg).
- "The Gregg Writer Transcription Tests."
- "Secretarial Dictation" (SoRelle and Gregg).

The agreement regarding the value of a professional magazine is unanimous. One hundred

¹This abstract prepared by Mr. Bedinger.

²At the time this study was made, "Fundamental Drills" (Beers and Scott) and "Direct-Method Materials for Gregg Shorthand" (Brewington and Souter) had not yet been published.

per cent indicated their preference for the *American Shorthand Teacher* (now known as the BUSINESS EDUCATION WORLD).

Fifty-six per cent of the 108 instructors specified that they used the *Gregg Writer*.

Eighty per cent were pretty well in accord on the existing aims.

In presenting the shorthand lesson there is little doubt about the choice of methods—about 65.0 per cent favor a combination of the sentence and alphabet methods.

There is a decided movement toward making the assignment at the beginning of the period.

There is little or no agreement as to whether the student should be required to write each word in the assignment a definite number of times.

Advising students to test their learning by covering the shorthand outline is an almost unanimous practice.

Eighty-seven per cent are agreed that new matter should be assigned frequently.

The trend toward more model board work by the teacher is evident.

There is lack of agreement as to whether or not students should spend any time at the black-board.

Brief forms are still popular review material in all types of schools.

Three-fourths of the 108 teachers consider phonetics important enough, while teaching the vowels, to receive a few minutes' daily drill.

The agreement is almost unanimous that shorthand penmanship drills should be given often.

The checking of home work is considered important by more than 80.0 per cent of the teachers.

All the instructors believe in frequent drills on phrasing.

There is no doubt about the value of daily reviews on the Manual during the third semester. They are specified by 87.0 per cent of the teachers.

About one-third of the class period should be devoted to assigned matter in advanced dictation.

Among the 19 special methods and devices listed by the 108 instructors, the greatest percentage of agreement exists on: (1) testing of reading ability, (2) emphasis on transcription, (3) developing the powers of retention, (4) transcription of sentence dictation, (5) dictating tests, (6) motivation, and (7) reading shorthand plates. Emphasis on reading ability, transcription, and powers of retention are uppermost in the minds of a large majority of shorthand teachers.

Ninety per cent of the 108 instructors are in accord on the importance of teaching the student: (1) how to turn the pages of the notebook, and (2) how to make corrections.

About 70.0 per cent of the instructors are of the same opinion regarding the practical value of speed variations, pauses, corrections, and interruptions by the dictating teacher.

At the end of the first semester, the student should be able to write 45 words a minute; at the end of the second semester, 70 words; at the end of the third semester, 85 words; and at the end of the last semester, 105 words.

From 90 to 100 words a minute is the final speed requirement.

The majority of teachers specify weekly transcription tests to ascertain the student's progress.

There is little agreement on the length of time after the beginning of the shorthand course that some transcription of the student's notes should be required.

The student's reading ability is deemed a little more important than his writing skill.

A considerable majority of the teachers make up their own tests.

Giving a test following each unit, rather than at the end of the chapter, is the general practice.

Author's Recommendations. From this study it is possible to make the following recommendations:

There should be more agreement upon what should constitute instructional material for the fourth semester or quarter.

More transcription work should be required during the second semester or quarter.

The *Gregg Writer* should be in the hands of a greater number of students.

More attention should be given to building up the student's vocabulary.

Teachers are not definite enough about their assignment requirements.

Instructors might devote more time to black-board demonstration.

A little more time should be given to shorthand penmanship drills.

Daily phrasing practice should be on easy and frequent words.

There should be more extemporaneous dictation with advanced students.

The sending of students to offices and to English classes for practice dictation might be done to a much greater extent.

There should be more agreement among teachers as to speed requirements, frequency of transcription tests, and how soon some type-written transcription of the student's notes should be required.

Summer School Directory Supplement

THE April issue carried a directory of schools offering commercial teacher-training courses this summer. Additional schools are included in this supplementary list.

Arizona

ARIZONA STATE TEACHERS COLLEGE, Tempe. Two terms: June 4 to July 7; July 9 to August 11. Dr. J. O. Grimes, Director.

Connecticut

MORSE COLLEGE, Hartford. July 2 to August 15. Orton E. Beach, Director.

Georgia

SOUTH GEORGIA TEACHERS COLLEGE, Collegeboro. June 11 to August 29. Z. S. Henderson, Director.

Illinois

DE PAUL UNIVERSITY, Chicago. June 22 to August 17. H. L. Klein, Director.

SOUTHERN ILLINOIS STATE TEACHERS COLLEGE, Carbondale. June 11 to July 20. H. W. Shryock, President.

Idaho

UNIVERSITY OF IDAHO, Moscow. June 11 to July 20. F. J. Messenger, Dean.

Iowa

DRAKE UNIVERSITY, Des Moines. June 11 to August 10. L. E. Hoffman, Dean, College of Commerce.

Kentucky

EASTERN KENTUCKY STATE TEACHERS COLLEGE, Richmond. Two terms: June 11 to July 13; July 16 to August 17. Dr. W. J. Moore, Head of Department; Dr. H. L. Donovan, President.

Louisiana

SOUTHWESTERN LOUISIANA INSTITUTE, Lafayette. June 5 to August 4. Dr. H. L. Griffin, Director.

Massachusetts

JORDAN SECRETARIAL-TUTORIAL SCHOOLS, Boston. Summer Session begins July 9. Mrs. E. Kent Lossone, Director.

Michigan

CLEARY COLLEGE, Ypsilanti. P. R. Cleary, President. DETROIT COMMERCIAL COLLEGE, Detroit. Miss Lola Maclean, Director.

Minnesota

TWIN CITY SECRETARIAL COLLEGE, St. Paul. Summer Session begins June 4. Mrs. Grace Cable, Principal. Burton A. Cable, President.

Mississippi

DELTA STATE TEACHERS COLLEGE, Cleveland. May 29

to August 9. Wm. H. Zeigel, Dean; W. M. Kethley, President.

UNIVERSITY OF MISSISSIPPI, University. June 4 to August 3. Dr. Christopher Longest, Director.

Montana

UNIVERSITY OF MONTANA, Missoula. June 11 to August 11. C. H. Clap, President.

New York

HUNTER COLLEGE, New York City. July 9 to August 17. Prof. A. Broderick Cohen, Director.

North Carolina

THE WOMAN'S COLLEGE OF THE UNIVERSITY OF NORTH CAROLINA, Greensboro. June 13 to July 24. John H. Cook, Director.

North Dakota

STATE TEACHERS COLLEGE, Mayville. June 18 to August 10. C. C. Swain, President.

Ohio

OHIO STATE UNIVERSITY, Columbus. Two terms: June 18 to July 25; July 26 to Aug. 31. George F. Arps, Chairman Summer Quarter Council.

TEACHERS' COLLEGE OF THE ATHENAEUM OF OHIO, Cincinnati. June 25 to August 3. Rev. Carl J. Ryan, Director.

Pennsylvania

SUSQUEHANNA UNIVERSITY, Selinsgrove. June 25 to August 3. Dr. George F. Dunkleberger, Director.

Texas

STEPHEN F. AUSTIN STATE TEACHERS COLLEGE, Nacogdoches. Two terms: June 6 to July 16; July 17 to August 30. J. H. Wisely, Head of Department; A. W. Birdwell, President.

NORTH TEXAS AGRICULTURAL COLLEGE, Arlington. Two terms: June 4 to August 25. B. C. Barnes, Head of Department; Dean George L. Dickey, Director of Summer Session.

Utah

UNIVERSITY OF UTAH, Salt Lake City. Two terms: June 11 to July 20; July 25 to August 13. Milton Bennion, Dean.

UTAH STATE AGRICULTURAL COLLEGE, Logan. June 11 to July 20. James H. Linford, Director.

Washington

STATE COLLEGE OF WASHINGTON, Pullman. June 13 to August 10. A. A. Cleveland, Dean.

Canada

TORONTO UNIVERSITY, Extension Department, Toronto. Mr. Neil McDougall, Director.

Book Reviews

By JESSIE GRAHAM, Ph.D.

Associate Professor of Commerce, State Teachers College, San Jose, California

THE PERSONNEL BIBLIOGRAPHICAL INDEX, by W. H. Cowley, The Ohio State University, 1932, 433 pp., \$4.

While this index is presented as a reference book for the use of administrators interested in student personnel problems in colleges and universities, it includes many items of interest to teachers of business subjects in secondary schools. The idea is advanced that student personnel problems are different from industrial personnel problems for the reason that individuals are merely contributors to the industrial program while they represent the center of the stage—the *raison d'être*—of education.

The author states that "ideally every instructor is essentially a personnel officer, but he must depend upon specialists to perform certain services . . ."—treatment of students who are ill, counseling concerning complex vocational problems, administering loans and scholarships, and directing intelligence-testing programs. As a matter of fact, the teacher does have to perform these functions in small schools without personnel departments. Indeed, personnel service is the concern of every teacher. It includes many types of counseling—educational, vocational, social, psychological, religious, and health—as well as discipline, placement, loans, and scholarships.

The index is divided into three parts: (1) subject index, (2) annotations, and (3) author's index. Annotated references to the number of 2,183 are given. A few of the many subjects for which references are given are: vocational adjustment, aptitude tests, student attitudes, case histories, cheating, extra-curricular activities, failures, how-to-study courses, intelligence, interests, motivation, personality development, placement, rating scales, secondary-school students, student government, and vocational counseling. This book is, then, an invaluable aid to the teacher interested in one or more of the many phases of personnel work.

PROVISIONS FOR INDIVIDUAL DIFFERENCES, MARKING AND PROMOTION, by Roy O. Billett, *Monograph No. 13, Bulletin 1932, No. 17*, United States Office of Education, Superintendent of Documents, Washington, D.C., 471 pp., 40 cents.

Many teachers of business subjects today have large classes filled with pupils of varying levels of ability. They wish to make adequate pro-

vision for these personal differences among their pupils, but find neither time nor opportunity to read the extensive literature of this field. They will, therefore, be glad to know that a report summarizing present school practice is available in one of the monographs published in connection with the National Survey of Secondary Education.

The first part of the book deals with provisions for individual differences. First, a helpful review of the literature from 1910 to 1928, and from 1928 to 1932, is given. Sixteen bases for homogeneous grouping are next discussed. Attention is called, quite properly, to the necessity for modifying courses and teaching procedures in order to realize the benefits of such grouping. An especially interesting section is the one in which description of practice in nineteen school systems is given. Another section of the book treats of plans characterized by the unit assignment. Chapters are given over to the Morrison plan, the Dalton plan, and the Winnetka technique respectively. Specimen units and unit assignments are given. Other provisions for individual differences discussed are: frequent promotions, out-of-school projects, and guidance programs. A final section of the book is concerned with marks and marking systems.

This book is highly recommended to the teacher who is interested in providing for individual differences among his pupils because of the clear and concise statements made about the many phases of this complex problem. The summaries at the end of each chapter are especially valuable as are the definite suggestions given for adaptation to practical school situations.

EVERYDAY PROBLEMS IN CLASSROOM MANAGEMENT, A CASE AND PROBLEM BOOK, by Edwin J. Brown, Ph.D., Houghton Mifflin Company, Boston, 1933, 306 pp.

This book presents 170 statements challenging to teachers. Questions and problems pertaining to each statement are given. The statements are grouped into chapters under four main divisions: The Nature of the Problem; The Pupil As the Object; The Machinery and the Process; and the Teacher and the Instrument.

The first statement was made by a business man to the effect that he would rather hire young persons well trained in reading, writing, and arithmetic only than those "whose mental machinery is cluttered up with useless, half-learned generalities". after four years of high

school education. This statement is followed by eight questions and problems for discussion.

Chapters of especial interest are: "Order and Discipline"; "Incentives in Management"; "The Teacher's Personality"; "The Teacher's Health and Recreation"; and "The Teacher at Work."

THE NEW CAPITALISM, by James D. Mooney, The Macmillan Company, New York, 1934, 229 pp., \$3.50.

Many features of this book on economics, written in popular style, are unique. For example, the first two chapters are made up of pictures with no text whatsoever. The entire chapter on production is composed of two paragraphs, together with several pictures, while other chapters contain text material of varying length. In other words, the author sets forth his ideas on each topic and then stops without elaboration or reiteration. In harmony with this simplicity, the colored charts illustrating the law of supply and demand, the interaction of currency and credit and their effect upon supply and demand, prices, purchasing capacity, and other economic phenomena are easily read.

Hydraulic analogies are used in all charts. For instance, supply and demand are represented by two pipes flowing into and out of a jar floating in a liquid representing the medium of exchange. Changes in any of these three factors are recorded on a floating block which indicates the price. Various situations are depicted in which gold inflow and outflow, together with credit and currency inflow and outflow, affect price levels. It is claimed that by means of these diagrams persons may think together on current problems and speak a common language. These forty-three unique charts are rich with suggestions to teachers who are seeking ways of presenting abstract economic concepts to their pupils.

The ideal economic America is depicted in the latter part of the book. According to the author the path to this modern Utopia is the New Capitalism based upon American tradition—broad individual opportunity, limited only by energy and ability, and guided by fair play. Economic fallacies deeply rooted in the minds of the American people are then discussed.

The unique character of the book is retained to the very last chapter, which consists of a series of open letters to national leaders, bankers, merchants, economists, educational authorities, and others. The educators are told that the New Capitalism must contain the substance of our traditional American ideals and a re-affirmation of faith in the values of toil. Furthermore, it can be constructed only by men who have a fearless determination to search for and face the truth in these things called economic laws. While they may not agree with the author in all his conclusions, teachers will surely find the

reading of this "different" book a stimulating experience.

THE CONSUMER, HIS NATURE AND HIS CHANGING HABITS, by Walter B. Pitkin, McGraw-Hill Book Company, Inc., New York, 1932, 421 pp., \$4.

There is today a great deal of talk about appropriate business education for the consumer. A book dealing with the consumer's nature and changing habits represents, therefore, most appropriate reading for the business educator. It is true that the reader will not feel that he knows everything about the consumer after he has read the book; but will realize, rather, the very complex problem confronting him in planning courses in consumer education. As Dr. Pitkin expresses it in his "Fair Warning," which takes the place of a preface:

"Man the consumer is much more than an economic animal, more than a social constituent, more than an individual mind, more than a prospective buyer of goods. He is an enormously complex individual caught up in the Web of Life; and a study of the whole stream of events thus created properly falls within the scope of the present volume."

Book I is entitled, "How Wealth Accumulates." The statement here made that "nearly all men are at their worst as investors," together with the examples given, implies that neither time nor effort should be spared in constructing units on "investments" in general business courses.

Book II treats of the "Web of Life." The consumer is here approached from "what has long seemed to be the weakest flank of economics—its psychology." As "what people want, think, plan, and do make up the mass of economic facts," man the consumer overshadows man the producer. In this book, discussions of kinds of buying, the "web of wish," the craving for variety, the urge to do and be everything, indicate the complexity of this "web of life."

Book III deals with the factors limiting volume consumption. The sections treating of each of these factors furnish entertainment and instruction. Those factors limiting consumption are: constitutional preferences, stability of habits, time, energy, health, consumer skill, intelligence, money, emotions, security, age, race, religion, and leisure.

In Book IV, consumers are classified as to intelligence, age and sex, incomes, kinds of spenders, and home members. To be sure, some readers will not enjoy the section entitled, "Woman, the Economic Imbecile" (others may enjoy it immensely, as the case may be). This section starts with the statement that "the economist who theorizes about commodity and price trends without first having steeped himself in female ways is doomed to blunder." The claim is made that woman, the "arch-consumer,"

spends 85 cents of every dollar spent in retail stores.

Book V deals with the war between maker and user caused by the fact that production has gone social while consumption has remained purely personal.

In the last Book, VI, the consumer's basic wants are indicated—home and economic security. The contention is made that money spent to stop losses caused by crime, fraud, and war will improve business more than an equal amount spent in changing styles or creating new consumption goods.

The book ends with a few pages of especial interest to educators, under the title, "Wanted: A New School for the New Consumer." In this new school, the consumer will learn the peculiar difference between avoiding evils and seeking good things through an harmonious balance between social control and individualism. Most evils can be warded off by stiff teamwork, but most good things can be sought and enjoyed only according to individual taste and interest. The last few sentences are quoted as indication of Dr. Pitkin's views on the new education for consumers:

The high school and college of tomorrow will serve the people best by becoming Institutes of Life Planning. . . . They will drill boys and girls in saving, investing, spending; in the intelligent use of time and energy; in the cultivating of cordial human relations; in love and marriage; in the raising of children; in the enjoying of leisure; in the managing of neighborhood affairs; and above all, in the ethics of compulsion and freedom. Thus and only thus will the epoch of false profits fade, and the larger prosperity of a genuine civilization dawn.

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(Continued from page 583)

T B. KROUSKUP, former head of the Commercial Department of the Casa Grande High School, Arizona, has been appointed C. C. C. Educational Advisor for Company 907, Camp Radford, Mentone, California. Mr. Krouskup is an experienced commercial teacher and intensely interested in his new work.

THE Inland Empire Education Association, embracing the states of Idaho, Oregon, Montana, and Washington, met in Spokane April 4-6. A report of the meeting of the commercial section will appear in the June issue. Dean S. Thornton, head of the high school commercial department, Lewiston, Idaho, presided. The following officers were elected for the ensuing year:

President: Russell Merritt, Flathead County High School, Kalispell, Montana; *Vice President:* C. W. Middleton, Lewis and Clark High School, Spokane, Washington; *Secretary-Treasurer:* Rene G. McMahan, John R. Rogers High School, Spokane, Washington.

THE Second Annual Northeast-Michigan Commercial Contest will be held in Saginaw, May 12, under the auspices of The Business Institute. Over two hundred contestants representing thirty high schools are expected to participate. Many valuable prizes will be awarded.

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(Continued from page 570)

mercial expressions, they would not be needed in a personal-use course. The personal-use student would not have to meet a stenographic speed requirement.

Any individual who has sufficient intelligence to reach the eleventh year in school can, if he has the incentive, master shorthand for personal use as readily as he can master any other eleventh-year subject.

We agree with Mr. Nichols that there is no need to belittle the vocational objective of shorthand in order to defend the personal-use objective; in fact, the former might easily grow out of the latter. As he says, vocational shorthand has its place; so has personal-use shorthand; and an increasing number of people should learn shorthand for personal use. We should like to add a quotation from Earl W. Barnhart:

I think there is a big place in this country for shorthand to be taught in an entirely different way from that now being used, so that it will be more widely studied as a rapid writing system. It seem to me that . . . this (personal-use) constitutes the biggest field for the teaching of shorthand. . . . Our vast army of professional people, clerical workers, and others do have a great need for a more rapid system of recording memoranda of various kinds. When this need can be satisfied with less learning effort than now required, I am sure that there will be large enrollments in such classes.

We hope that the widest possible publicity will be given Mr. Nichols' challenge, and we offer the columns of this magazine for a pertinent discussion of the various points of view to the end that fundamental issues may be quickly clarified, enabling all to get behind a sane and sound program of business training.



RECOMMENDED



Equipment Services Supplies

The products and services listed on this page have been investigated and Business Education World certifies them as represented and recommends them

ADDING MACHINES

SUNDSTRAND, Model 8142: This machine is hand-powered, has only one bar, is so simple to operate that one student can teach another, is low in cost and yet fulfils every mechanical bookkeeping function. Write for further information to Underwood Elliott Fisher Sundstrand, 342 Madison Avenue, New York, N. Y. Price to schools, \$202.50.

CALCULATING MACHINES

BURROUGHS, Model 5 05 05 (hand operated): Made by Burroughs Adding Machine Company, Detroit, Michigan (Sales agencies in all principal cities). Used in schools for the teaching of calculating machine operation and the working of commercial arithmetic and bookkeeping problems. More information will be supplied on request. Its price to schools is \$72.

CARBON PAPER FOR TYPING PROJECTS

F. S. WEBSTER'S MICROMETRIC: This carbon paper is specially packaged for student's use, three sheets to a pack, wrapped in cellophane, and is sold only by The Gregg Publishing Company. For information or samples address The Gregg Publishing Company, 270 Madison Avenue, New York, N. Y. Price to schools, only 7½ cents the pack.

DUPLICATORS

FLEXOGRAPH: Stencil duplicator made by the Heyer Corporation, 904 W. Jackson Blvd., Chicago, Ill. Aids you in teaching your students how properly to prepare typed, written, and drawn stencils and make copies from them. Very useful for duplicating lesson sheets, tests, and other school work. Write for information. Price, \$18.00.

PORTABLE DITTO: This model is completely satisfactory if the problem is one of instructing students in the gelatine process of duplicating. Its low cost fits in with the most limited commercial department budget. For information write to Ditto, Inc., Harrison Street at Oakley Boulevard, Chicago, Ill. School price, \$36.00.

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WATERMAN'S BLUE INK: An excellent writing fluid for general school use. Bright, easily legible colors; free from sediment that clogs fountain pens; non-corrosive for metal pens; may be easily removed from clothing by ordinary soap and water. Sold by dealers everywhere or L. E. Waterman Company, 191 Broadway, New York City. Two ounce bottle (No. 602), 10 cents; quart bottle with patented "pour-out" (No. 632), \$1.25.

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tion Loose Leaf Ring Book and Portfolio. Opened in a flash, it is always ready for quick reference. Closed, it is tightly "sealed" on three sides so that valuable papers are always safe and protected. Can be carried anywhere with security and convenience. Ideal for teachers. Write National Blank Book Company, Holyoke, Mass., for prices.

SPIRAL: The perfect shorthand notebook for student or stenographer. Opens flat and stays put from first page to last. Books with board covers sit up like easel and hold notes in position for easy transcribing. Economical and wonderfully satisfactory. Other styles available for all school uses. Samples and prices to teachers from any office of The Gregg Publishing Company.

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ROYAL JUNIOR PORTABLE: Made by Royal Typewriter Company, Inc., Dept. EW-1, 2 Park Ave., New York, N. Y. Two shift keys; standard keyboard; ideal for home and practice; write for descriptive literature. Price, complete with case, \$33.50.

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CLEAROSCOPE: Made by the Heyer Corporation, 904 W. Jackson Blvd., Chicago, Ill., for tracing ruled forms, illustrations, etc., on stencils for any make duplicator. Sold complete with necessary supplies, including large-sized transparent writing plate, celluloid triangle, ruling stylus, sharp stylus, shading screen, and light attachment. Write for information. Price, \$7.50.

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UNDERWOOD NOISELESS: This improved noiseless typewriter uses the principle of pressure-printing to eliminate noise. The result is an unbelievably light touch. School executives realize the value of having students become familiar with this new Underwood product. Write to Underwood Elliott Fisher Company, 342 Madison Avenue, New York, N. Y., for Special prices to schools.

When you buy these products please mention the Business Education World.

Key to the Shorthand Plates In the May "Gregg Writer"

"In Which Reynard Is Out-Foxed"

From "Basic Fables," issued by Hollingsworth & Whitney Company, manufacturers of Basic Bond

Reynard the Fox was hungry. He had been on a reducing diet ever since the depression began, and he⁹⁰ decided that in spite of the unemployment situation and the relief funds he would have a good old-fashioned⁴⁰ feast of delicacies.

Before long he saw Philip the Pheasant preening himself on a high limb. "An excellent⁹⁰ hors d'oeuvre," thought Reynard. And in a genial tone he said, "Hello, Pal. Have you heard the good news? Peace has been⁹⁰ declared in the forest, and there'll be no more of this eating one another. Come on down and have a cigar."

"Oh,¹⁰⁰ yes?" replied Philip, and immediately he cocked his ear and looked intently at a nearby hill.

"What are you¹²⁰ listening to?" asked Reynard.

"I seem to hear a pack of hounds over the hill," answered the Pheasant. "But wait. Where are¹⁴⁰ you going? There's nothing to fear now that peace has been declared."

"That's all very well," called the Fox through a cloud of dust,¹⁶⁰ "but maybe the hounds haven't heard about it."

Reynard didn't get very far with his well-laid plan. Lacking truth, it¹⁸⁰ crumbled before Philip's one test. (186)

Helping Agriculture

A Talk issued by the Public Education
Commission of the
American Bankers Association

(Continued from the April issue)

[The correct word from each pair of words in type in the shorthand plates appears here in italics. All other words can be read by any student who has completed the first eight chapters of the Manual.]

There are various *agencies* endeavoring to help *agriculture* and an important one is the²⁰ *Agricultural Commission* of the *American Bankers Association*, which was created to further a⁴⁰ better understanding between farmers and bankers. Three-fourths of the counties in the United States have "key bankers"⁶⁰ who contact *agricultural* committees of state bankers *associations* for the purpose of *stimulating*⁸⁰ *agriculture*. The Commission has made

every effort to help the farmer to become more *efficient*,¹⁰⁰ among other things by studying farm problems and making the *results* available to farming *communities*. It is especially *interested* in helping *agriculture* as a business, so that¹²⁰ the farmer's credit rating will be improved, making it possible to give greater *financial* assistance to¹⁴⁰ those farmers who, by an increased *efficiency*, are enabled to increase the value of their *property*.

The¹⁶⁰ Federal Government has also attempted to assist the farmer to produce better crops and to obtain better¹⁸⁰ prices. The latest efforts so far as prices are concerned are to be found in the *Agricultural*²⁰⁰ Adjustment Act of 1933, the object of which is to raise the purchasing power of the farmer²²⁰ and to ease his *mortgage* debt burden. Hand in hand with the efforts to raise prices, we have the work carried on²⁴⁰ by the Department of *Agriculture* of the Federal Government, as well as the state *agricultural*²⁶⁰ colleges and the *Agricultural Commission* of the *American Bankers Association*. These²⁸⁰ *agencies* are bringing about a *diversification* of crops and sponsoring live-at-home *programs* aimed at³⁰⁰ producing on the farm as large a part of the products consumed by the farm *family* as possible. Finally,³²⁰ but not of lesser *importance*, is the campaign currently being waged to make the farmer aware of the fact³⁴⁰ that his *production*, exceeding consumer *demand* for his product, has been the basis of his difficulties,³⁶⁰ and that he must reduce the size of his crop.

CURTAILING PRODUCTION

If every farmer continues to produce as much as he can,³⁸⁰ irrespective of whether his products can be sold at a given price, naturally the *prices* for the *products*⁴⁰⁰ will drop. The farmer cannot keep his crops and, if he cannot *dispose* of them at one price, he will lower it⁴²⁰ until a sale is possible. This tends to explain the farmer's trouble in *recent* years, and now the government,⁴⁴⁰ through the *Agricultural* Adjustment Act, is offering to pay *farmers* to reduce the quantity of crops⁴⁶⁰ of various types which they produce, in order that there may not be an oversupply which will further depress⁴⁸⁰ prices—is *attempting* to assist the farmer to adjust supply to meet the demands of consumers. The⁵⁰⁰ *Agricultural* Adjustment *Administrator* is endeavoring to forecast the probable demand at a⁵²⁰ predetermined level of prices and, after making due *allowance* for sufficient surplus as a safety⁵⁴⁰ factor, he is recommending an acreage *reduction* on an allotment basis. Farmers who elect to⁵⁶⁰ reduce their acreage to the *prescribed* allotment are receiving payment in the form of a rental, which is⁵⁸⁰ financed by a processing tax. This

land on which rental is paid may be used only for purposes *prescribed* by⁶⁰⁰ the government; such as a live-at-home *program* for food and feed, seeding to pasture, seeding to crops for soil⁶⁰⁰ improvement or to prevent soil erosion. Definite *contracts* are being signed in carrying out this *program*. The⁶¹⁰ government is also providing for a commodity loan to those producers who agree to reduce⁶⁰⁰ acreage to the allotted schedule. In the case of cotton (1933) this loan *amounts* to ten⁶⁰⁰ cents a *pound*.

It is expected that this *program* will not only help to adjust production to approximate⁷⁰⁰ demand, but will encourage a more diversified and profitable type of farming.

One of the urgent needs⁷²⁰ in *agriculture* is a system of farming that will bring an *adequate*, dependable, and continuous⁷⁴⁰ profit. As the *single* crop plan is hazardous and not dependable, it is unsound business. When a farmer⁷⁶⁰ plants a *single* crop he is putting all his eggs in one basket. Various hazards make it impossible to⁷⁸⁰ harvest a normal quantity or a good quality. If a favorable season *produces* a large *crop*,⁸⁰⁰ the market may not be able to absorb a large yield at a price which will bring a profit.

Moreover, the *single*⁸²⁰ crop method soon depletes the soil. A great many farms have had to be *abandoned* for this reason. Diversified⁸⁴⁰ farming *constitutes* insurance against *total* or almost *total* failure in a given year. One of the⁸⁶⁰ best aids to *diversification* is keeping the farm well stocked with cattle, sheep, hogs, and poultry. When this is done⁸⁸⁰ farmers find it necessary to raise a *variety* of crops for feed purposes, thereby *introducing*⁹⁰⁰ not only a diversity, but an abundance of fertilizer for the land. It is the *community*⁹²⁰ with diversified farming that most successfully weathers hard times in *agriculture*.

Bankers recognize the⁹⁴⁰ *economies* of crop rotation and the value of good live stock. Farmers who follow such a *program* are⁹⁶⁰ considered *preferred* credit risks. As a rule it is the *single* crop farmer who *constitutes* the *poorest* credit risk. (980)

(To be continued next month)

The Cruise of the Dolphin

By THOMAS BAILEY ALDRICH

(Reprinted in shorthand from *Riverside Literature Series No. 124* by permission of the publishers, Houghton Mifflin Company)

(Continued from the April issue)

How calm and lovely the river was! Not a ripple stirred¹⁰⁰⁰ on the glassy surface, broken only by the sharp cutwater of our tiny craft. The sun, as round and red as¹⁰²⁰ an August moon, was by this time peering above the water-line.

The town had drifted behind us, and, we were¹⁰⁴⁰ entering among the group of islands. Sometimes we could almost touch with our boat hook the shelving banks on either side.¹⁰⁶⁰

As we neared the mouth of the harbor, a little breeze now and then wrinkled the blue water, shook the spangles from the¹⁰⁸⁰ foliage, and gently lifted the spiral mist-wreaths that still clung alongshore. The measured dip of our oars and the¹¹⁰⁰ drowsy twitterings of the birds seemed to mingle with, rather than break, the enchanted silence that reigned about us.¹¹²⁰

The scent of the new clover comes back to me now, as I recall that delicious morning when we floated away¹¹⁴⁰ in a fairy boat down a river like a dream!

The sun was well up when the nose of the Dolphin nestled against¹¹⁶⁰ the snow-white bosom of Sandpeep Island. This island, as I have said before, was the last of the cluster, one side¹¹⁸⁰ of it being washed by the sea. We landed on the riverside, the sloping sands and quiet water affording¹²⁰⁰ us a good place to moor the boat.

It took us an hour or more to transport our stores to the spot selected for the¹²²⁰ encampment. Having pitched our tent, using the five oars to support the canvas, we got out our lines, and went down the¹²⁴⁰ rocks seaward to fish. It was early for cunners, but we were lucky enough to catch as nice a mess as ever¹²⁶⁰ you saw. A cod for the chowder was not so easily secured. At last Binny Wallace hauled in a plump little¹²⁸⁰ fellow clustered all over with flaky silver.

To skin the fish, build our fireplace, and cook the chowder kept us busy¹³⁰⁰ the next two hours.

The fresh air and the exercise had given us the appetites of wolves, and we were about¹³²⁰ famished by the time the savory mixture was ready for our clamshell saucers.

I shall not insult the rising¹³⁴⁰ generation on the seaboard by telling them how delectable is a chowder compounded and eaten in¹³⁶⁰ this Robinson Crusoe fashion. As for the boys who live inland, and know not of such marine feasts, my heart is full¹³⁸⁰ of pity for them. What wasted lives! Not to know the delights of a clambake, not to love chowder, to be ignorant¹⁴⁰⁰ of lobsouse!

How happy we were, we four, sitting cross-legged in the crisp salt grass, with the invigorating sea¹⁴²⁰ breeze blowing gratefully through our hair! What a joyous thing was life, and how far off seemed death—death, that lurks in all pleasant¹⁴⁴⁰ places, and was so near!

The banquet finished, Phil Adams drew from his pocket a handful of sweet-fern cigars;¹⁴⁶⁰ but as none of the party could indulge without imminent risk of becoming ill, we all, on one pretext or¹⁴⁸⁰ another, declined, and Phil smoked by himself.

The wind had freshened by this, and we found it comfortable to put¹⁵⁰⁰ on the jackets which had been thrown aside in the heat of the day. We strolled along the beach and gathered large quantities¹⁵²⁰ of the fairy-woven Iceland moss which at certain seasons is washed to these shores; then we played at ducks and drakes,¹⁵⁴⁰ and then, the sun being sufficiently low, we went in bathing.

Before our bath was ended a slight change had come¹⁵⁶⁰ over the sky and sea; fleecy-

white clouds scudded here and there, and a muffled moan from the breakers caught our ears from¹⁸⁰⁰ time to time. While we were dressing, a few hurried drops of rain came lipping down, and we adjourned to the tent to wait¹⁹⁰⁰ the passing of the squall.

"We're all right, anyhow," said Phil Adams. "It won't be much of a blow, and we'll be as snug¹⁹²⁰ as a bug in a rug, here in the tent, particularly if we have that lemonade which some of you fellows¹⁹⁴⁰ were going to make."

By an oversight, the lemons had been left in the boat. Binny Wallace volunteered to go¹⁹⁶⁰ for them.

"Put an extra stone on the painter, Binny," said Adams, calling after him; "it would be awkward to have¹⁹⁸⁰ the Dolphin give us the slip and return to port minus her passengers."

"That it would," answered Binny, scrambling down²⁰⁰⁰ the rocks.

Sandpeep Island is diamond-shaped—one point running out into the sea, and the other looking towards the²⁰²⁰ town. Our tent was on the riverside. Though the Dolphin was also on the same side, she lay out of sight by the beach²⁰⁴⁰ at the farther extremity of the island.

Binny Wallace had been absent five or six minutes when we heard²⁰⁶⁰ him calling our several names in tones that indicated distress or surprise, we could not tell which. Our first thought²⁰⁸⁰ was, "The boat has broken adrift!"

We sprung to our feet and hastened down to the beach. On turning the bluff which hid the²¹⁰⁰ mooring-place from our view, we found the conjecture correct. Not only was the Dolphin afloat, but poor little Binny²¹²⁰ Wallace was standing in the bow with his arms stretched helplessly towards us—*drifting out to sea!*

"Head the boat inshore!"²¹⁴⁰ shouted Phil Adams.

Wallace ran to the tiller; but the slight cockleshell merely swung round and drifted broadside²¹⁶⁰ on. Oh, if we had but left a single scull in the Dolphin!

"Can you swim it?" cried Adams desperately, using²¹⁸⁰ his hand as a speaking trumpet, for the distance between the boat and the island widened momentarily.

Binny Wallace²²⁰⁰ looked down at the sea, which was covered with whitecaps, and made a despairing gesture. He knew, and we knew, that the²²²⁰ stoutest swimmer could not live forty seconds in those angry waters.

A wild, insane light came into Phil Adams'²²⁴⁰ eyes, as he stood knee-deep in the boiling surf, and for an instant I think he meditated plunging into the²²⁶⁰ ocean after the receding boat.

The sky darkened, and an ugly look stole rapidly over the broken surface²²⁸⁰ of the sea.

Binny Wallace half rose from his seat in the stern, and waved his hand to us in farewell. In spite²³⁰⁰ of the distance, increasing every moment, we could see his face plainly. The anxious expression it wore at first²³²⁰ had passed. It was pale and meek now, and I love to think there was a kind of halo about it, like that which painters²³⁴⁰ place around the forehead of a saint. So he drifted away.

The sky grew darker and darker. It was only by²³⁶⁰ straining our eyes through the unnatural twilight that we could keep the Dolphin in sight. The figure of Binny Wallace²³⁸⁰ was no longer visible, for the boat itself had dwindled to a mere white dot on the black water. Now we²⁴⁰⁰ lost it, and our hearts stopped throbbing; and now the speck appeared again, for an instant, on the crest of a high wave.²⁴²⁰

Finally it went out like a spark, and we saw it no more. Then we gazed at one another, and dared not speak.

Absorbed²⁴⁴⁰ in following the course of the boat, we had scarcely noticed the huddled inky clouds that sagged heavily all around²⁴⁶⁰ us. From these threatening masses, seamed at intervals with pale lightning, there now burst a heavy peal of thunder²⁴⁸⁰ that shook the ground under our feet. A sudden squall struck the sea, ploughing deep white furrows into it, and at the same²⁵⁰⁰ instant a single piercing shriek rose above the tempest—the frightened cry of a gull swooping over the island.²⁵²⁰ How it startled us!

It was impossible any longer to keep our footing on the beach. The wind and the breakers²⁵⁴⁰ would have swept us into the ocean if we had not clung to one another with the desperation of drowning²⁵⁶⁰ men. Taking advantage of a momentary lull, we crawled up the sands on our hands and knees, and, pausing in²⁵⁸⁰ the lee of the granite ledge to gain breath, returned to the camp, where we found that the gale had snapped all the fastenings²⁶⁰⁰ of the tent but one. Held by this, the puffed-out canvas swayed in the wind like a balloon. It was a task of some²⁶²⁰ difficulty to secure it, which we finally did by beating down the canvas with the oars.

After several²⁶⁴⁰ trials, we succeeded in setting up the tent on the leeward side of the ledge. Blinded by the vivid flashes²⁶⁶⁰ of lightning, and drenched by the rain, which fell in torrents, we crept, half dead with fear and anguish, under our flimsy shelter.²⁶⁸⁰ Neither the anguish nor the fear was on our own account, for we were comparatively safe, but for poor little²⁷⁰⁰ Binny Wallace, driven out to sea in the merciless gale. We shuddered to think of him in that frail shell, drifting²⁷²⁰ on and on to his grave, the sky rent with lightning over his head, and the green abysses yawning beneath him.²⁷⁴⁰ We suddenly fell to crying, and cried I know not how long.

Meanwhile the storm raged with augmented fury. We were²⁷⁶⁰ obliged to hold on to the ropes of the tent to prevent its blowing away. The spray from the river leaped several²⁷⁸⁰ yards up the rocks and clutched at us malignantly. The very island trembled with the concussions of the sea²⁸⁰⁰ beating upon it, and at times I fancied that it had broken loose from its foundation and was floating off with²⁸²⁰ us. The breakers, streaked with angry phosphorus, were fearful to look at.

The wind rose higher and higher, cutting long²⁸⁴⁰ slits in the tent, through which the rain poured incessantly. To complete the sum of our miseries, the night was at hand.²⁸⁶⁰

It came down abruptly, at last, like a curtain, shutting in Sandpeep Island from all the world. (2876)

(To be concluded next month)

Curious Clippings

Imagine breaking into the news by riding for four miles to a fire and back inside the rim of an engine⁸⁰-truck wheel! It didn't faze "Dizzy," of Kansas City, neither the ride nor the attendant publicity—her picture⁶⁰ in the papers, and all that.

She probably took it with equal imperturbability when the Heart of⁹⁰ America Cat Society exhibited her in the "shorthaired household pets" class at their Show.

So far,⁸⁰ however, we have looked in vain for a report as to whether she came off with a blue ribbon and has become the¹⁰⁰ pampered darling of some adoring family, or has returned to the independent life of the alley from¹²⁰ which she rose to fame. (124)

• • •

We can picture an elephant wrecking a house, but it is hard to believe that beans could wreck a ship. Yet here is⁸⁰ the clipping reporting the occurrence of some years ago:

A German ship loaded with beans collided with⁶⁰ another on the Yangtze River. The loaded ship sprang a leak and the beans swelled, bulging the decks and opening the⁹⁰ seams. The boat was almost a total loss. (67)

Artistic Performance

A great deal of the joy of life consists in doing perfectly, or at least to the best of one's ability,⁸⁰ everything which he attempts to do. There is a sense of satisfaction, a pride in surveying such a work⁴⁰—a work which is rounded, full, exact, complete in all its parts—which the superficial man, who leaves his work in a⁶⁰ slovenly, slipshod, half-finished condition, can never know. It is this conscientious completeness which turns work⁸⁰ into art. The smallest thing, well done, becomes artistic. (90)—*William Mathews*.

Easy Business Letters

On Chapters X-XII

I

Mr. Ernest McDonald
601 Church Street
Knoxville, Tennessee

My dear Mr. McDonald:

Enclosed with⁸⁰ this letter you will find a return post card, which does not need a postage stamp.

If you will sign this and drop it into⁶⁰ a post box, we shall take pleasure in mailing to you a richly illustrated 56-page booklet.

This⁹⁰ booklet shows some of the extraordinary color plates, the superb halftones, the most recent maps, and the wealth⁸⁰ of practical information contained in the new Fourteenth Edition of the International Encyclopedia.¹⁰⁰ It also shows how easy it is for you to own the International.

You, and all in your home¹²⁰ will find this booklet extremely interesting. And, as you examine and enjoy it, you will understand why¹⁴⁰ the new International is already being used in nearly seventy thousand homes as a source of daily¹⁶⁰ inspiration and instruction.

Your copy of this magnificent booklet will be sent you free, postage prepaid,¹⁸⁰ and without any obligation on your part, as soon as we receive the post card.

Very truly yours, (199)

King and Kerr
110 Congress Street
Portland, Maine
Gentlemen:

In answer to your notification that the⁸⁰ rent of the loft occupied by us at 58 Springfield Avenue, Grand Rapids, Michigan, has not been paid,⁶⁰ we would refer you to the terms of the lease. We informed your representative, Mr. Brown, last Wednesday that⁴⁰ we intended to move our office to more suitable quarters on the first of July.

The lease provides that the⁸⁰ sum of two hundred dollars which you hold as security shall be applied to the rent for the last two months. You¹⁰⁰ can see, therefore, that your suggestion to pay rent as usual and obtain a refund of the amount that we¹²⁰ deposited with you is not in accordance with the terms of the lease and we must decline.

The premises are¹⁴⁰ open for inspection any day you may care to call.

Very truly yours, (154)

II

Mr. Oliver McIntosh
2025 North Grove Street
Wilmington, Delaware

Dear Sir:

On April 13,⁸⁰ we told you of the first-class inspection we expected to make of the electrical heating control⁶⁰ equipment on bread-baking ovens at Cleveland, Ohio, and Chicago, Illinois.

At that time we did a great⁸⁰ deal of work in Chicago in replacing parts that had become worn or loosened in the control equipment.

The⁹⁰ accident of April 17 and the subsequent trouble reported on May 5 were of course attended¹⁰⁰ to and during the inspection considerable work was done repairing parts that had been damaged in the accident¹²⁰ or that were in bad condition due to what we believed to be faulty maintenance of the equipment.¹⁴⁰

The equipment at Cleveland was found to be in good condition, although some of the control panels were noisy.¹⁶⁰ Some little effort was expended in correcting this difficulty.

I regret that no inspections were made¹⁸⁰ at the end of the year, as we had stipulated.

We have just completed a critical inspection of the²⁰⁰ various installations in the states of Ohio and New York and report as follows:

At Cleveland our service²²⁰ man interviewed Mr. McNamara, the superintendent, who reported the equipment as being²⁴⁰ in good shape, in use daily, and with no mechanical faults or defects apparent at that time. We were informed²⁶⁰ that the McCann Construction Company's efficiency expert had just completed an investigation at²⁸⁰ that plant and had had practically nothing to say in the way of criticism of our equipment or of³⁰⁰ our repair department.

We believe that with the proper attention on the part of the plant electrician, there³²⁰ will be no need of our inspecting the equipment of the New York City plant or of the Brooklyn plant. I want³⁴⁰ to assure you of our willingness at all times to assist your company or the plant electrician in³⁶⁰ analyzing any trouble that might be discovered in the operation of their maintenance department.

Very³⁸⁰ truly yours, (383)

III

The Robert Silvers Company
140 North Third Street
Lakewood, Ohio
Gentlemen:

On January 19³⁰ we submitted to you a detailed proposal for printing and binding your monthly magazine from February,⁴⁰ 1934, to January, 1935, inclusive. This letter is⁶⁰ a supplement to our letter of that date.

We will contract to produce these magazines in accordance with the⁸⁰ specifications and terms submitted, with the understanding that the price will be as follows: twenty-five¹⁰⁰ thousand copies will cost 20¾ cents each; and each additional copy, 16 cents.

This estimate¹²⁰ includes the cost of the paper, 7½ cents a pound for the inside stock, and 9½ cents a¹⁴⁰ pound for the cover stock. The paper will be ordered for the entire year, but will be delivered at various¹⁶⁰ times during the year and probably will be billed at differing prices. If, at the end of the year, we find that¹⁸⁰ the paper has cost less than the prices mentioned above, we will agree to allow you a proportionate rebate.²⁰⁰

We have figured on making stencils of your entire mailing list, classifying the names by states, and submitting²²⁰ proofs to you on filing cards for your revision and approval.

We hope you will take this agreement under²⁴⁰ consideration and let us know within a very short time if you will enter into a contract with us²⁶⁰ on the foregoing terms.

Yours very truly, (268)

John A. McAdams
1700 State Street
Syracuse, New York

Dear Mr. McAdams:

It is said "See Naples³⁰ and die," but we urge you to see Oregon and the incomparable

mountain scenery of the Cascade⁴⁰ National Forest, if you would take renewed life and energy and never want to die!

We have some excellent⁶⁰ bargains in farms, city homes, or country estates. When you arrive here, make this office your headquarters, and we will⁸⁰ show you any real estate that you care to see in the heart of the Oregon Outdoors.

Yours very truly, (100)

New England Rambles No. 3

By Harriet P. Banker

A Series of Articles Presenting All of the Brief Forms in Gregg Shorthand

[The form appears in italics the first time it is used.]

Our third New England ramble *brings* us to historic Plymouth, the landing place in December, 1620,²⁰ of that courageous *body* of men and women who, *without complaint*, left behind them the familiar shores of⁴⁰ England to *put* forth for an unknown country where they might, without persecution, be true to their religious *belief*.⁶⁰

Of the several ways to reach Plymouth from Boston, there is none more delightful *than* the sail, lasting a little⁸⁰ under *three* hours, along the beautiful South Shore. On reaching Plymouth, the boat docks not a great distance from the¹⁰⁰ present resting place of that famous boulder—Plymouth Rock. On it, the battle *won* over *bad* storms during the *weeks*.¹²⁰ at sea, the Pilgrims stepped from the tiny Mayflower to the shores of their new home. In later years, a portion of the¹⁴⁰ boulder was *moved* to other positions in the town, but in connection with the Tercentenary celebration¹⁶⁰ the rock was placed in what, according to general *opinion*, is the *correct* location and permanently¹⁸⁰ imbedded in concrete. Visitors now look at it, as it lies on the shore, by walking about in an²⁰⁰ *enclosed* pavilion, the inner edge of which, protected by a grating, affords an unobstructed view of the²²⁰ boulder.

Facing the harbor is Cole Hill, on which were buried those who, *weakened* by exposure and ill beyond the²⁴⁰ care of *doctors*, perished from the *unusual* hardships of the first winter. In order to conceal the number²⁶⁰ of dead, the graves were leveled with the ground, which in the spring was planted with grain, *insurance*, at least it was the hope²⁸⁰ of those who survived, of a supply of *flour* in the *fall*. Again, in connection with the Tercentenary,³⁰⁰ several new monuments and tablets were erected on the hill, commemorative of the Pilgrim experiment.³²⁰

From Cole Hill, we went directly to Pilgrim Hall, where one will find many relics brought over in the Mayflower³⁴⁰ as well as other objects *dealing* with this time. In the *presence* of so interesting an exhibit, we³⁶⁰ were face to face with an *immediate problem*—just what to select for consideration. In this puzzling³⁸⁰ situation, however, we *got* much help from the

catalog, in which we had *already* checked several items.³⁰⁰ Among them was a *letter* from Paul Revere; his *bill* for a bell he had made for the First Church; a map of Plymouth,⁴⁰⁰ published for the use of the Royal Navy; some ancient deeds and old sermons; some original letters and⁵⁰⁰ *correspondence* of William Bradford, the second *governor* of the colony; some confederate *dollars*, *differing*⁶⁰⁰ in value; and the only *copy* in existence of the earliest map of the New England territory.⁶⁰⁰ We peeped, also, into a New England Primer, to see how the little ones were *educated* in the¹⁰⁰ mysteries of their a-b-c's.

It is impossible to *mistake* the importance of exhibits of this kind and⁸⁰⁰ we cannot too warmly *thank* those whose *industry* and generosity are *responsible* for assembling and⁹²⁰ displaying this one and the others we have seen in these rambles, all of which we *shall* long *remember*. Through them, we⁹⁴⁰ are *enabled* if not in *speech*, at least in spirit, to come into *communication* with times and occasions⁹⁶⁰ long since *gone*. In a *state* of wonder, we gazed at the simple, in *truth*, often crude tools displayed and were made *forcibly*⁹⁸⁰ aware of the *changes* which have taken place and the *improvements* which modern science has made available¹⁰⁰⁰ in our own times. Compare, for example, the candle, *delivering* its dim light over a limited area,¹⁰²⁰ with the *excellence* of our own system of *wiring* which at the mere pressing of a button assures *delivery*¹⁰⁴⁰ of light or power in *any* quantity.

On leaving Pilgrim Hall, we next went to the National¹⁰⁶⁰ Monument to the Forefathers. It is difficult in a few *words* to do justice to this stupendous memorial,¹⁰⁸⁰ the central figure of which, appropriately, *represents* Faith. On the four pedestals are seated figures¹¹⁰⁰ which typify the principles—Morality, Law, *Education*, and Freedom—to which, in the *organization*¹¹²⁰ of their colony, the Pilgrims steadfastly adhered. Other details of the monument are worth the most careful¹¹⁴⁰ *inspection*, for each tells a vivid story of courage and vision.

On our way back from the Forefathers¹¹⁶⁰ Monument, we took note of the beautiful Court House. The Registry of Deeds, across the way, *insures* the safe *keeping*¹¹⁸⁰ of any records of the Plymouth Colony now extant, documents which reveal to the *full* the simple rules¹²⁰⁰ which were *drafted* for the *government* of the settlement.

Continuing our way along Court Street, *till* it becomes¹²²⁰ Main Street, we shortly came to Town House Square. Not far from this point is the Pilgrim Spring, one of several, which with the¹²⁴⁰ clear running water of Town Brook, are often *referred* to in the annals of the Colony. Many a young *woman*,¹²⁶⁰ in quaint Pilgrim garb, drew from this very spring the water she used in the *uncomplaining* performance of the¹²⁸⁰ *regular* duties which *formed* the daily round of the home.

Not many miles from Plymouth lies Duxbury. Here are the¹³⁰⁰ homes of Miles Standish and John Alden, the story of whose wooing of the gentle Priscilla, culminating in¹³²⁰ favor of John, is immortalized for us in Longfel-

low's poem, "The Courtship of Miles Standish," which tells how John,¹³⁴⁰ as *agent* or emissary, *addressed* the maid on behalf of his more timid friend. The Alden house, built in¹³⁶⁰ 1653, it is interesting to note has *never been* owned outside the Alden family. It¹³⁸⁰ has in *recent* years been *completely* restored and furnished in the fashion of the Pilgrim days.

In this the last of¹⁴⁰⁰ our rambles, again no attempt was made to cover all the interesting and historical places in and¹⁴²⁰ about Plymouth. Yet even our short stay *communicated* to us something of the spirit of those early days. (1060)

How He Got the Job

Did you read the story about the young fellow who went to a corporation official and asked for a job?²⁰ When he was asked what kind of a job he wanted, he answered, "Any kind of a job."

The official said, "There isn't⁴⁰ one open now—not even of that kind—but if there is, I will notify you to come in again."

"How many⁶⁰ others will you notify?" asked the youngster.

"Several."

The youngster grinned and went out, remarking, "It's no⁸⁰ monopoly."

Several days later a good man was needed in a hurry, so the official sent out seven¹⁰⁰ telegrams to seven applicants.

The stenographer had hardly delivered her text of the telegrams to¹²⁰ the mail department before the cheerful applicant walked in with the telegram in his hand.

"How did you get it?"¹⁴⁰ gasped the executive.

"Well," said he, "the other day as I was going out, I stopped and got a job from the doorman¹⁶⁰ as office boy. I thought it would be nice to be where I would hear the news quicker than the others."

There was a¹⁸⁰ young fellow who knew that treasure existed near at hand, and, like a canny fellow, he decided to camp out²⁰⁰ right where that treasure was. (204)

Key to O. G. A. Plate

A most arresting thing to realize is that one never knows the impression one is creating on other³⁰ people. One may often guess pretty well whether it is good, bad, or indifferent, but one has no mental picture⁴⁰ of himself corresponding to the mental picture which he leaves in the minds of his friends. Has it ever occurred⁵⁰ to you that there is a mysterious individual going around, walking the streets, calling at houses⁶⁰ for tea, chatting, laughing, grumbling, arguing, and that all your friends know him and have long since added him up and come⁷⁰ to a definite decision about him—without saying more than a cautious word to you; and that that person⁸⁰ is you? (121)—
"How to Live," by Arnold Bennett.

May Talent Teaser

Do you ever go over your letters and eliminate unnecessary words and phrases? Here are some³⁰ expressions that will look their best if you scratch out a word or two with your blue pencil:

(1) Throughout the *entire* month (2)⁴⁰ equally as well (3) A series of forming operations resembling in *their* difficulty (4) The⁵⁰ problems are difficult *ones*. They are *both* alike. (5) There can be no doubt *but* that your order will be filled promptly.⁶⁰ (6) We sent word to the *different* district offices. (7) The analysis has not *as yet* been recorded.¹⁰⁰ (8) Most of the holes are *of* large size.

Avoid, too, such expressions as:

(a) It may be said that (b) it might be¹²⁰ stated that (c) concerning the matter, it may be borne in mind that (d) in this connection the statement may be¹⁴⁰ made that (e) with respect to your orders, it has been found that. (151)

Business Correspondence

From "The Automotive Industry," by
Dora H. Pitts

*Typical Letters from Volume 1 of the
"Gregg Vocational Dictation" Series*

Mr. Charles Hunter
1224 Farwell Avenue
Aurora, Illinois

Dear Sir:

It is perfectly³⁰ natural for water to come out the exhaust pipe, and all engines form water in the exhaust system when cold. When⁴⁰ exhaust is quite highly restricted in the muffler, or elsewhere, this water is very often trapped, and will not⁵⁰ show up at the end of the tail pipe until there is enough heat to turn it into a steam or vapor.

The⁶⁰ underlying principle of a gasoline engine causes it to produce water through the combination of¹⁰⁰ hydrogen and oxygen during combustion.

We hope that this is the information you desire.

Very truly yours, (121)

Mr. J. H. Counce
Manager, Louisiana Automobile Company
750 St. Charles⁸⁰ Street
New Orleans, Louisiana

Dear Sir:

Your request for our approved method of conditioning the cooling⁴⁰ system of Graham automobiles after winter operation has just recently been received. Its timeliness⁵⁰ is indicated by the fact that we have just printed a bulletin on this subject that will reach you shortly.⁶⁰

We are quoting below excerpts therefrom that will answer your questions satisfactorily. The bulletin¹⁰⁰ in full should reach you within the course of the next few days.

"Nearly every car that has been in service a year¹²⁰ or more has some scale or rust in the core and cylinder block. In preparing to clean this, it is well to remember¹⁴⁰ that loosened scale will be carried over from the block and deposited in the radiator core, where it¹⁶⁰ will prove harmful unless it is blown out before it settles permanently.

"To minimize the rust deposit¹⁸⁰ in the radiator core it is advisable to remove the upper and lower hose connections and force²⁰⁰ clean water through the cylinder block, reversing the normal direction of flow. This will carry out much of the²²⁰ sludge and rust in the cylinder block. Reversing the flow through the radiator is also advisable.

"When²⁴⁰ the flow is reversed through the radiator, the water may be kept off the engine by cutting an inner tube²⁶⁰ and fastening one end of it over the radiator-top tank connection with a hose clamp. The other end²⁸⁰ can be run into a pail or the sewer, so that the engine is not wet.

"After the loose scale is removed, the³⁰⁰ rest may be removed by dissolving a pound of sal soda in four or five gallons of water and filling the³²⁰ radiator with this solution. Mix the solution thoroughly before it is poured into the radiator.³⁴⁰ The radiator should be covered and the engine run slowly until the solution boils.

"Avoid spilling³⁶⁰ the solution on the paint. It may damage it. If it is spilled, flush it off immediately. In cleaning cooling³⁸⁰ systems, several methods are used to dislodge scale in the radiator. One is to lay a flat board across⁴⁰⁰ the core and tap it lightly with a hammer to jar loose the scale. Another method is to introduce a⁴²⁰ spurt of air to agitate the solution. This must be done carefully to avoid damaging the radiator⁴⁴⁰ from excessive pressure.

"After the sal soda solution has boiled for a few minutes, disconnect the upper⁴⁶⁰ and lower hose connections and reverse the direction of flow as described above, preferably with hot⁴⁸⁰ water, meanwhile agitating the solution by jarring the core or agitating it with air.

"Acid⁵⁰⁰ solutions should be avoided."

As you suggest, now is the time to apply strenuous efforts toward getting your⁵²⁰ owners in for this preliminary to hot-weather driving, for it will be a source of revenue to you⁵⁴⁰ and a source of satisfaction to those who take advantage of your low price.

Very truly yours, (557)

Legal Papers—V

AGREEMENT OF CONDITIONAL SALE— SPECIFICATIONS

Specifications: Hot Water System.

Install in basement one W-5-22 Boiler, same to be provided with³⁰ altitude gauge and thermometer; one sixty-gallon Air Sealed Pressure Tank.

Furnish and install all necessary⁴⁰ pipes and fittings, standard quality, which shall be of

such size and so graded as to insure free and noiseless⁹⁰ circulation throughout the system.

Attach to each radiator one nickel-plated wood wheel valve, also nickel-plated⁹⁰ ell and key air valve.

Attach nickel-plated floor and ceiling plates around all pipes where they pass through floors and ceilings.¹⁰⁰

All radiators and exposed pipes above basement to be finished in aluminum or gold bronze.

Purchaser¹²⁰ is to furnish and provide a flue suitable for the heating system.

The Seller guarantees that the¹⁴⁰ radiation to be installed in the premises has been measured and computed in accordance with Perigo's Table¹⁰⁰ of Radiation, which is endorsed by the Domestic Engineering Company of Chicago, Illinois,¹⁸⁰ and the boiler above specified is furnished with the understanding that its radiation capacity³⁰⁰ has been computed in accordance with the rating of the company which manufactures that particular³²⁰ boiler.

The Seller guarantees that the work will be done in a thoroughly workmanlike manner.

Furnish and⁴⁴⁰ install the following radiation:

	Rads.	Sec.	Hgt.	Sq. Ft.	Cols.
FIRST FLOOR					
Living Room....	1	13 ³⁰⁰	22	52	7
B. R. No. 1.....	1	11	38	82½	7 ³⁰⁰
Hall	1	11	38	38½	3
SECOND FLOOR					
Room No. 1 Rear	1	12	26	42 ³⁰⁰	5
Bath	1	10	26	23½	3
No. 2 Front.....	1	13	38	65 ³⁰⁰	5
THIRD FLOOR					
Room No. 1.....	1	13	38	65	5
Room No. 2.....	1	4	38	14 ³⁴⁰	3
Room No. 3.....	1	6	38	21	3
Room No. 4.....	1	10	22	30	5
BASEMENT³⁰⁰					
Room No. 1 Front	1	6	38	45	7
Room No. 2.....	1	6	38	45	7 ³⁰⁰
Bath.....	Run the risers through.				

For value received, the undersigned hereby sells, assigns and transfers to the Guaranty⁴⁰⁰ Security Company of Trenton, a Corporation of the State of Delaware, its successors and⁴²⁰ assigns, all of the right, title and interest of the undersigned in and to the within contract, the sums⁴⁴⁰ payable thereunder and the property therein described.

Johnson Heating Company
By R. S. Johnson

Witness:⁴⁰⁰

S. T. Arnold

Dated 9/10/33 (468)

Short Stories in Shorthand

Not in the Contract

"Jump, lady, jump!" shouted the fireman, holding the life net to the movie star who

stood at the sixth-story window³⁰ with the flames raging behind her.

"I'll do nothing of the kind," she shouted back. "Tell the director to send my double⁴⁰ here this instant." (44)

There's Been Trouble Ever Since

A woman put her head over the garden wall and addressed her neighbor.

"A family has moved into the empty⁸⁰ house across the way, Mrs. Jones."

"Yes, I know."

"Did you notice their furniture?"

"Not particularly."

"I wouldn't⁴⁰ give \$25 for the lot. Carpets! I wouldn't put them in my kitchen. And the children! I won't allow⁸⁰ mine to associate with them. The mother looks as if she had never known a day's happiness in her life.⁸⁰ The father's no good, I expect. Too bad that such people should come into this neighborhood. I wonder who they are?"¹⁰⁰

"I know them," Mrs. Jones returned, shortly.

"Do you? Who are they?"

"The woman is my sister." (116)

Why Tell Him?

The diner was overworked and overwrought. He was also very hungry.

The waiter came up and began: "I've⁸⁰ got deviled kidneys, pig's feet, and calf's brains."

"What are your troubles to me?" interrupted the diner, "I came here to eat." (40)

• • •

Business Education Calendar

May

- 3-5 Central Commercial Teachers Association, Des Moines, Iowa
- 4-5 New York State Business Education Association, Rochester
- 5 California Commercial Teachers Association, Bay Section, San Francisco
- 21-23 American Association for Adult Education, Milwaukee, Wisconsin

June

- 26 Direct-Method Shorthand Conference, University of Chicago, Chicago
- 26-29 National Catholic Education Association, Cincinnati
- 27-28 University of Chicago Conference on Business Education, Chicago
- 27-28 International Commercial Schools Contest, A Century of Progress Exposition, Chicago



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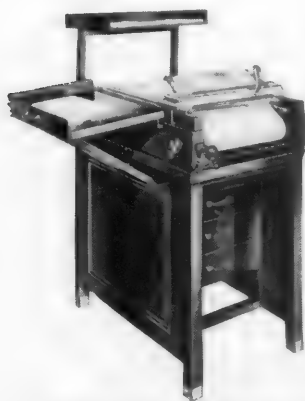
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by

JOHN ROBERT GREGG

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